



Pupil Premium Strategy Statement 2021-24

This statement details Plashtet School's use of pupil premium and recovery premium funding for 2021 to 2024. 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
Plashtet School	Girl's Comprehensive
Number of pupils in school	1,500
Proportion (%) of pupil premium eligible pupils	42%
Academic years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	02.12.22
Date on which it will be reviewed	22.06.23 & 14.09.23
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	£619,565
Recovery premium funding allocation this academic year	£176,604
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£796,169



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 10 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 develop their Revision Skills and Thinking skills we are working with an external provider to deliver bespoke training to our students to equip them with strategies and confidence to develop their revision and thinking skills.
5	To support all students to develop their reading skills through our <i>Reading Aloud</i> pastoral curriculum activity and Scholarly Reading subject curriculum activities. 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. Funding will also allow us to purchase subject specific non-fiction texts to engender wider exploration of subjects for both staff and students. We will also develop students' tier 3 vocabulary through the use of Plasht Vocabulary Booklets.

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 emotional 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 school libraries over the next three years. Increased reading ages for students in all year groups.
To provide a hardship fund of £30,000 for hardpressed families and students with no recourse to public funds.	All students have full school uniform and the necessary equipment to access their education. Where necessary the school is able to support transport needs and school meals.
To provide support for educational visits (£15,000) for disadvantaged students to ensure no students are unable to attend enrichment activities.	Educational and enrichment data demonstrates that all students are accessing these extra-curricular opportunities.

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: £335,000

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 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 February half term, Easter & Whitsun half term holidays.		1
Lead Practitioners in History and Geography.	Specialist practitioners in History & Geography to further develop rates of expected and more than expected progress in these EBacc subject areas. Research shows that expert teachers in such roles lead and inspire others in teaching and learning. They also enable all teachers to achieve proficiency in teaching and learning, through coaching and mentoring, as well as through the provision of CPD and INSET training, to raise attainment across the school.	1
Assistant Headteacher who is our Mental Health Lead	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Our Mental Health Lead is undertaking a Masters degree in Applied Psychology & Coaching Psychology and her learning from this is being cascaded into school and CBT expertise developed.	3

Targeted academic support

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor time "Reading Aloud" programme across the school to support all students to improve their reading skills and widen their vocabulary.	<p><i>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. 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.</i></p>	5
Scholarly Reading in subject time.	<p>Building on the reading aloud tutor time programme we are introducing "Scholarly reading" across the curriculum. Each subject is required to identify a number of scholarly reading books to be read during subject time to help broaden and deepen students' interest in each subject.</p>	5
Vocabulary Books for all year groups to explain the meaning and correct usage Tier 3 vocabulary.	<p>Tier 3 vocabulary is subject specific vocabulary which students must understand and use correctly to enable them to achieve the higher grades in their GCSE examinations. The Vocabulary books are designed to allow students to build up Tier 3 vocabulary lists and examples of their correct usage.</p> <p><i>There is a 30-million-word gap between children from the wealthiest and poorest families (Hart & Ridley, 1995). The Oxford Language Report (OUP, 2018) states that 80 percent of teachers believe that limited vocabulary affects pupils' ability to answer test questions. Around two-thirds said that the problem was worse than in previous years. Over half of those surveyed reported that at least 40 per cent of their pupils lacked the vocabulary to access their learning (OUP, 2018). J Rodgers - Implementing high-quality teaching of disciplinary vocabulary - Sept. 22</i></p>	5
Thinking and Revision Skills Training	<p>As students progress through secondary school they need to develop greater independent learning and thinking skills. Students equipped with the strategies for independent learning and thinking are more likely to succeed at school and in their GCSE examinations.</p>	1 & 4

	<p>The Thinking and Revision Skills Training empowers students to go further in their education.</p> <p><i>We shouldn't underestimate the importance of explicitly teaching both revision strategies and the metacognitive awareness to pick the right revision approach at the right time.</i></p> <p><i>Recommendation 2 of the EEF guidance report '<u>Metacognition and Self-regulated Learning</u>' refers to the need to, "explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning".</i></p> <p><i>Students are metacognitive if they are managing their revision repertoire and selecting and monitoring their specific strategies. If we want students to be more self-aware, and independent, we have to show them how to get there with explicit intent.</i></p> <p><i>(Louise Astbury - EEF - Building study habits and revision routines April 2022)</i></p>	
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Wider strategies Budgeted cost: £436,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full-time Attendance Assistant.	<p><i>The Department for Education (DfE) published research in 2016 that found:</i></p> <p><i>The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	3
Employment of 2 part time school nurses (2 x 0.6fte).	<p><i>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.</i></p> <p><i>According to England's Mental Health of Children and Young People Survey, probable mental health conditions increased from 10.8 per cent of children</i></p>	3
Year 7 has 2 x 0.6 mentors and Years 8, 9 10 & 11 have their own full-time Wellbeing Mentor plus an additional LM.		3

Increased capacity in our Safeguarding Team from 1.8 fte to 2.8 fte.	<p><i>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 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. "Positive childhood experiences and adult mental and relational health in a statewide sample: associations across adverse childhood experiences levels." JAMA paediatrics 173, no. 11 (2019): e193007-e193007</i></p>	3
Employment of a school counsellor (0.4fte).		3
Hardship fund	Our Hardship Fund (£30,000) is a discretionary source of financial help available to all students. It is there to help students who are experiencing genuine and unavoidable financial difficulties and are struggling with living costs such as meals, school uniform and travel costs.	3
Support for educational visits	(£20,000) for disadvantaged students. Educational visits enhance students' critical thinking skills and give students a chance to think about a topic or theme from a different perspective. It is crucial that all students get to experience new locations and venues.	1
Purchase of new ICT equipment in Art, Graphics and Food	Total cost £77,000. Apart from promoting student centered learning approach, ICT integration into art and technology classrooms also boosts students' creativity and critical thinking skills in expressing themselves. In addition, ICT also enhances real problem solving and collaborative approach to learning.	1

Total budgeted cost: £796,169



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

Plashtet School put together a strategy which supported students to overcome barriers which otherwise could have prevented these students from coming into school. While in school we have built a support or as we call it a team around the child of Wellbeing mentors, School Nurses, Safeguarding officers and School Counselor around our most vulnerable students. This support strategy enabled students to be in school and to focus on their learning. The second aim of the strategy was to support students covering the curriculum content of the GCSE curricula and ensure that misconceptions and learning decay were minimised. The third aim of the strategy was to support students in Year 7 who had gaps in English reading, writing, spelling and grammar and in Mathematics. The fourth aim was to improve all students' reading ages and to engender a love of reading for pleasure in all students. 5495 books were borrowed from the school libraries and 1845 of the books were borrowed by DA students.

Our IDSR places us in the lowest 20% of schools for overall absence in the 2020-21 academic year - the year for which there is validated national data. Attendance at Plashtet School for the 2021-22 academic year was 93.3% as against 92.6% nationally (Autumn & Spring Terms). The attendance of our Disadvantaged students was 92.6% as against nationally 89.6% (Autumn & Spring Terms). The employment of our Attendance Assistant allows us to phone all parents of a child absent on the first day of their absence while allowing our Attendance Officer to work more closely with Leadership team member and Year Coordinator for each year group and also to engage with the Attendance Management Service on the more difficult and more complex cases.

Our Student Welfare team supports a large number of students who have health needs, social and emotional needs and mental health needs. All of these interventions support children to come into school, stay in school and be focused on their learning when in school.

- Our School Nurses saw over 4,340 students over the academic year and 2,170 (50%) of these students were Disadvantaged Students.
- Our Wellbeing Mentors mentored 179 students on a regular basis throughout the year and 89 (49.7%) of these students were Disadvantaged students.
- Our Safeguarding team supported 184 students throughout the academic year and 100 of these students (54%) were Disadvantaged students.
- Our School Counselor supported 21 students with more complex needs. 11 (52%) of these students were Disadvantaged students.

Analysis from GCSE Examination Results 2022

	2019 GCSE Examination Grades		2022 GCSE Examination Grades	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Cohort	129	139	129	163
Average Attainment 8 point score	53.24	54.6	55	62
% Achieving Grade 5+ in Eng & Maths	53%	58%	60%	78%
% Achieving 5+ Subjects at Grade 5+ including Eng & Maths	52%	57%	57%	77%
% Entering EBacc	82%	77%	86%	95%
% Achieving EBacc	41%	40%	47%	61%
Progress 8	0.6	0.71	0.66	1.2

Key Indicator	Plashet Disadvantaged 2019	National Disadvantaged 2019	Plashet Disadvantaged 2022	National Disadvantaged 2022
Full Cohort	129		129	
Average P8	0.6		0.66	
Average Attainment 8	53.2	36.7	54.5	37.5
% 5+ English & Maths	53.50%	24.70%	59.70%	29.50%
% Entering Ebacc	82.20%	27.50%	86.00%	26.90%
% Achieving Ebacc at a strong pass	41.10%		47.30%	
Ebacc APS	5.04	3.08	5.27	3.19



Our 2022 IDSR judges us as follows:

(Ofsted -Inspection Data Summary Report)

Areas of Interests - Subjects

Subject entries at key stage 4 – 2022

- For the following EBacc subject(s), the average point score was in the **highest** 20% and the proportion of entries was at or above the national average: mathematics (5.7), English literature (5.9), English language (5.7), history (5.8).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2022 was 91%.
- Value added in science (0.7), languages (1.4) and humanities (0.9) was significantly **above** the national average and in the **highest** 20% of all schools in 2022.
- The percentage achieving grade 4+ in science (83%) was significantly **above** national and in the **highest** 20% in 2022.
- The percentage achieving grade 4+ in languages (89%) was significantly **above** national and in the **highest** 20% in 2022.
- The percentage achieving grade 4+ in humanities (84%) was significantly **above** national and in the **highest** 20% in 2022.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% and the proportion of entries was at or above the national average: art & design (6.7), sociology (6.3), religious studies (6.2), use of information technology (6.9), business studies (6.0).

Absence

Summer 2021 and autumn 2020 absence

- Overall absence in summer 2021 (5.6%) was in the **lowest** 20% of all schools. *There is nothing significant or exceptional to highlight for overall absence in autumn 2020 when compared with all schools.*
- The rate of overall absence (5.6%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*

Progress at key stage 4 - 2022

- Overall Progress 8 (1.0) as well as the English (0.9), mathematics (0.8), EBacc (1.2) and open (0.9) elements were significantly **above** national and in the **highest** 20% of all schools in 2022.

Progress 8 - 2022

	Overall P8	English P8	Mathematics P8	Ebacc P8	Open P8
2022	Sig above national (269 pupils)				

Value added - 2022

	Science VA	Languages VA	Humanities VA
2022	Sig above national [266 entries]	Sig above national [260 entries]	Sig above national [250 entries]

Attainment at key stage 4 - 2022

- Overall Attainment 8 (58.9) as well as the English (12.2), mathematics (11.1), EBacc (18.0) and open (17.6) elements were significantly **above** national and in the **highest** 20% of all schools in 2022.

Attainment 8 - 2022

	Overall A8	English A8	Mathematics A8	Ebacc A8	Open A8
2022	Sig above national (292 pupils)				

Attainment thresholds - 2022



Science % 4+

Languages % 4+

Humanities % 4+

A level AAB %

2022

Sig above national
[287 entries]

Sig above national
[281 entries]

Sig above national
[268 entries]

N/A

Analysis of outcomes of Year7 catch up programme.

48 students were selected for the catch-up program - 24 in English and 24 in maths. The Students were taught in groups of 6 for 5 periods with a qualified tutor from the National Tutoring program.

Of the 24 students selected for English tuition, 20 (83.3%) were shown to have made progress by the end of the year summative exams.

Of the 24 students selected for Maths Tuition 17 out of 21 (81% were shown to have made progress. 3 students missed the final assessment and their progress could not be measured.

Intended outcome	Success criteria	Summary of Outcomes			
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.	A8 for Plasht DA students = 54.5. A8 for National Girls = 51.8 P8 for Plasht DA students = 0.66			
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.	2021-22 Attendance Plasht DA Students = 92.6% National DA students = 89.4%(Autumn & Spring Terms) Plasht DA students persistent absence = 4.26% Punctuality 2021-22 1.48% of registration sessions were recorded as late.			
Improvement in student Health and Wellbeing and the development of more emotional resilience in our students.	Reduced wellbeing mentor(WBM), counsellor(CON) & safeguarding officer(SF) caseloads. Reduced number of girls on Team Around the Child agendas.	Caseloads			
			21-22	22-23	23-24
		WBM	179		
		CON	21		
		SF	179		
Nurses	4340				
Improvement in students' reading habits and enjoyment from reading for pleasure.	Increase in the number of books borrowed from the school libraries over the next three years. Increased reading ages for students in all year groups.	In 2021-22 we have started a reading program across all year groups during tutor time. Our two school libraries are now both fully functional and students have returned in large numbers. During the year DA students borrowed 1845 books.			

