

Pupil Premium Strategy Statement 2021-24

This statement details Plashet 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
Plashet School	Girl's Comprehensive
Number of pupils in school	1,489
Proportion (%) of pupil premium eligible pupils	44%
Academic years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	25.01.2024
Date on which it will be reviewed	11.06.24 & 03.10.24
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	£658,078
Recovery premium funding allocation this academic year	£130,824
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£788,902



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 Covid pandemic 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 Plashet 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.	Improving A8 and P8 scores for 2021-22, 2022-23* and 2023-24* that are well above the female national average. * GCSE results in 2022-23 & 2023-24 outcomes have been pitched in line with 2018-19 outcomes and are not comparable to 2021-22 outcomes.
Improved attendance and punctuality over the next 3 years.	Reduction in student absence and in persistent absence. Improvement in student punctuality. Plashet attendance figures are well above the national averages and continue to increase.
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 repair of Plashet student chromebooks, 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: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending the school day on, 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
Teaching Assistant support in English and Mathematics	To support student progress in English and Mathematics which are the core subjects and success in these is vital for students to move to high attaining KS5 placements thus enhancing their life chances.	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</p>	

	<p>to succeed at school and in their GCSE examinations. 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 'Metacognition and Self-regulated Learning' 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>	1 & 4
--	---	-------

Wider strategies Budgeted cost: £525,164

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 uniforms 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 across the school.	Total cost £350,000. Approximately 1/3 of the cost of new ICT equipment across the school has been funded from the PPG. Apart from promoting a student centered learning approach, ICT integration across the curriculum 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

Plashet 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 network, or as we call it, a Team around the Child of Wellbeing Mentors, School Nurses, Safeguarding Officers and School Counsellor for 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 Maths. The fourth aim was to improve all students' reading ages and to engender a love of reading for pleasure in all students

Our IDSR places us in the lowest 20% of schools for overall absence in the 2022-23 academic year. Attendance at Plashet School for the 2022-23 academic year was 93.3% as against 90.7% in England Secondary Schools (Autumn & Spring Terms). The attendance of our Disadvantaged students was 93.0% as against 85.1% in England Secondary Schools (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 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. On average across all these student support services more than 50% of students seen were disadvantaged.

Analysis from GCSE Examination Results 2023

	2019 GCSE Examination Grades		2023 GCSE Examination Grades	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Cohort	129	139	128	171
Average Attainment 8 point score	53.24	54.6	51.7	58.1
% Achieving Grade 5+ in Eng & Maths	53%	58%	52%	68%
% Achieving 5+ Subjects at Grade 5+ including Eng & Maths	52%	57%	52%	66%
% Entering EBacc	82%	77%	75%	87%
% Achieving EBacc	41%	40%	37%	50%
Progress 8	0.6	0.71	0.58	0.75

Key Indicator	Plashtet Disadvantaged 2019	National Disadvantaged 2019	Plashtet Disadvantaged 2023	National Disadvantaged 2023
Full Cohort	129		128	
Average P8	0.6		0.58	
Average Attainment 8	53.2	36.7	51.7	34.9
% 5+ English & Maths	53.5%	24.7%	52%	25%
% Entering Ebacc	82.2%	27.5%	75%	27.7%
% Achieving Ebacc at a strong pass	41.1%		37%	
Ebacc APS	5.04	3.08	4.82	2.97



(Ofsted -Inspection Data Summary Report)

Areas of Interests - Subjects

Subject entries at key stage 4 – 2023

- 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, English literature, English language, Biology, Geography.
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2023 was 82%.
- Value added in science (0.5), languages (1.2) and humanities (0.6) was significantly **above** the national average and in the 86th, 92nd, 87th percentile respectively of all schools in 2023.
- The percentage achieving grade 4+ in science (77%) was significantly **above** national and in the 79th percentile in 2023.
- The percentage achieving grade 4+ in languages (90%) was significantly **above** national and in the 87th percentile in 2023.
- The percentage achieving grade 4+ in humanities (77%) was significantly **above** national and in the 83rd percentile in 2023.
- 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 (textiles), sociology, religious studies, use of information technology, food technology.
- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: Childcare skills.

The new 2023 IDSR does not contain any attainment data for FSM.

Subject entries at key stage 4

- The EBacc entry rate in this school in 2023 was 82%.

A darker shade of purple indicates a higher number of entries for the subject.

2021 cohort = 267; 2022 cohort = 292; 2023 cohort = 298

Subject cluster	Subject	Qualification type	2021 entries	2022 entries	2023 entries	2023 average point score
English	English Language	EBacc GCSE	262	288	295	Highest 20%
	English Literature	EBacc GCSE	262	288	295	Highest 20%
Mathematics	Mathematics	EBacc GCSE	262	288	297	Highest 20%
Science	Biology	EBacc GCSE	108	134	99	Highest 20%
	Chemistry	EBacc GCSE	108	134	99	
	Computer Studies/Computing	EBacc GCSE			22	
	Physics	EBacc GCSE	108	134	99	
	Science: Double Award	EBacc GCSE	152	153	178	
Languages	Arabic	EBacc GCSE		1		
	Bengali	EBacc GCSE	34	47	43	
	French	EBacc GCSE	132	149	146	
	German	EBacc GCSE		1		
	Italian	EBacc GCSE	4	5	10	
	Polish	EBacc GCSE		1		
	Portuguese	EBacc GCSE		1	1	
	Punjabi	EBacc GCSE		1		
	Spanish	EBacc GCSE		2	2	
	Turkish	EBacc GCSE			1	
	Urdu	EBacc GCSE	78	86	60	
Humanities	Geography	EBacc GCSE	130	124	141	Highest 20%
	History	EBacc GCSE	107	145	116	
Arts, media and publishing	Art & Design (Fine Art)	GCSE	20	21	16	

Art & Design (Textiles)	GCSE	16	14	23	Highest 20%	
Drama & Theatre Studies	GCSE	41	41	17		
Music	GCSE	7	3	4		
Business, administration, finance and law	Business Studies: Single	GCSE	46	67	62	
Engineering and manufacturing technologies	Design & Technology	GCSE	16	32	25	
Health, public services and care	Childcare Skills	Level 1/2	14	10	12	Lowest 20%
History, philosophy and theology	Religious Studies	GCSE	250	279	271	Highest 20%
Information and communication technology	Computer Architecture / Systems	Level 1/2	33	36	23	Highest 20%
Leisure, travel and tourism	Physical Education/Sports Studies	GCSE	13	8	11	
Retail and commercial enterprise	D&T Food Technology	GCSE	20	10	35	Highest 20%
Social sciences	Sociology	GCSE	40	33	42	Highest 20%

Absence

Absence data is based on two terms for 2022/23 and three terms for 2021/22. The chart shows when overall or persistent absence was in the highest or lowest 20% for all schools or for similar schools. Similar means the same phase of education and with a similar level of deprivation (in the same income deprivation affecting children index quintile).

There is nothing significant or exceptional to highlight for persistent absence when compared to all schools or similar schools in 2021/22 and in 2022/23 therefore no conclusions can be drawn from this data.

	Overall Absence		Persistent Absence	
	2021/22	2022/23	2021/22	2022/23
Rate of absence	7.0%	6.8%	22.0%	19.4%
Comparison to all schools	Lowest 20%	–	–	–
Comparison to schools with a similar level of deprivation	Lowest 20%	Lowest 20%	–	–

Absence - 2022/23

	FSM	SEND	EAL
Overall absence	Lowest 20%	Lowest 20%	–
Persistent absence	Lowest 20%	–	–

Progress at key stage 4 - 2023

- Overall Progress 8 (0.7) as well as the English (0.8), mathematics (0.5), Ebacc (0.7) and open (0.7) elements were significantly **above** national average in all schools in 2023.

Progress 8 - 2023

	Overall P8	English P8	Mathematics P8	Ebacc P8	Open P8
2023	Sig above national and 91st percentile (276 pupils)	Sig above national and 93rd percentile (276 pupils)	Sig above national and 86th percentile (276 pupils)	Sig above national and 90th percentile (276 pupils)	Sig above national and 90th percentile (276 pupils)

Value added - 2023

	Science VA	Languages VA	Humanities VA
2023	Sig above national and 86th percentile [257 entries]	Sig above national and 92nd percentile [244 entries]	Sig above national and 87th percentile [246 entries]

Attainment at key stage 4 - 2023

- Overall Attainment 8 (55) as well as the English (11.9), mathematics (10.6), Ebacc (16.3) and open (16.6) elements were significantly **above** national average of all schools in 2023.

Attainment 8 - 2023

	Overall A8	English A8	Mathematics A8	Ebacc A8	Open A8
2023	Sig above national and 86th percentile (298 pupils)	Sig above national and 88th percentile (298 pupils)	Sig above national and 83rd percentile (298 pupils)	Sig above national and 86th percentile (298 pupils)	Sig above national and 86th percentile (298 pupils)

Attainment thresholds - 2023



	Science % 4+	Languages % 4+	Humanities % 4+
2023	Sig above national and 79th percentile [277 entries]	Sig above national and 87th percentile [257 entries]	Sig above national and 83rd percentile [257 entries]

Progress and attainment at key stage 4

School difference from national has improved from comparator year

School difference from national has improved slightly from comparator year

Similar to comparator year or fewer than 11 pupils

School difference from national has weakened slightly from comparator year

School difference from national has weakened from comparator year

	2023 cohort/ entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Overall P8	276	Sig above national and 91st percentile	0.7	0.0	–	–
English P8	276	Sig above national and 93rd percentile	0.8	0.0	–	–
Mathematics P8	276	Sig above national and 86th percentile	0.5	0.0	–	–
EBacc P8	276	Sig above national and 90th percentile	0.7	0.0	–	–
Open P8	276	Sig above national and 90th percentile	0.7	0.0	–	–
Science VA	257	Sig above national and 86th percentile	0.5	0.0	–	–
Languages VA	244	Sig above national and 92nd percentile	1.2	0.0	–	–
Humanities VA	246	Sig above national and 87th percentile	0.6	0.0	–	–
Overall A8	298	Sig above national and 86th percentile	55	46	–	–
English A8	298	Sig above national and 88th percentile	11.9	9.8	–	–
Mathematics A8	298	Sig above national and 83rd percentile	10.6	9.1	–	–
EBacc A8	298	Sig above national and 86th percentile	16.3	13.4	–	–
Open A8	298	Sig above national and 86th percentile	16.6	13.9	–	–
Science % 4+	277	Sig above national and 79th percentile	77	65	–	–
Languages % 4+	257	Sig above national and 87th percentile	90	70	↑	↑
Humanities % 4+	257	Sig above national and 83rd percentile	77	62	–	↓