

Pupil premium strategy statement

School overview

Metric	Data
School name	Crookhorn College
Number of Pupils in school	887
Proportion (%) of pupil premium eligible pupils	31%
Pupil premium allocation this academic year	Standard and recovery
Academic year or years covered by strategy	21/24
Publish date	Sept 2021
Review date	Sept 2022
Statement authorised by	Sarah Bennett
Pupil premium lead	Natalie Hope
Governor lead	Margo Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,750
Recovery premium funding allocation this academic year	£35,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£282,710

Part A: Pupil premium strategy plan

Statement of intent

We seek through this strategy to develop the SEN friendly classroom and teacher expertise with differentiation within the mixed attaining classroom to ensure that all learners, but specifically the disadvantaged and SEN students, can access their learning effectively and with increasing confidence. We also seek to build aspiration through the ambition programme and early mentoring in Key Stage 3 so that disadvantaged students fully buy into their education and become active participants in building their own futures.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Disadvantaged students access and engagement to blended learning. In each Cohort we have the following % who are disadvantaged.</p> <p>Cohort 21 28% Cohort 20 27% Cohort 19 31% Cohort 18 34% Cohort 17 34%</p> <p>Below is the representation of how many disadvantaged compare to non-disadvantaged are accessing itslearning after the first 9 weeks of the Autumn term 21</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Avg number of visits of a disadvantaged student over 9 weeks</th> <th>Avg number of visits of a non-disadvantaged student over 9 weeks</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Cohort 21</td> <td>231</td> <td>252</td> <td>4%</td> </tr> <tr> <td>Cohort 20</td> <td>154</td> <td>181</td> <td>8%</td> </tr> <tr> <td>Cohort 19</td> <td>143</td> <td>166</td> <td>7%</td> </tr> <tr> <td>Cohort 18</td> <td>160</td> <td>161</td> <td>0%</td> </tr> <tr> <td>Cohort 17</td> <td>143</td> <td>198</td> <td>16%</td> </tr> </tbody> </table>	Cohort	Avg number of visits of a disadvantaged student over 9 weeks	Avg number of visits of a non-disadvantaged student over 9 weeks	Gap	Cohort 21	231	252	4%	Cohort 20	154	181	8%	Cohort 19	143	166	7%	Cohort 18	160	161	0%	Cohort 17	143	198	16%
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2	<p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 2021, our disadvantaged students came in on a KS2 score of 101.1- well below the national average. Our non-disadvantaged students came in at 104.4. which is in line with nat avg. 30% of our disadvantaged students are SEN compared to 14% of our non-disadvantaged students. This gap remains steady during pupils' time at our school.</p>																								
3	<p>Each year group has a third of students who are disadvantaged and at least 12% who are disadvantaged and SEN. Within the attainment bands based on learning performance</p>																								

	(CAT data) on entry to the College our lower band are 50% disadvantaged. This indicates that there is a significant gap on entry to the College of the attainment of disadvantage and non-disadvantaged students.
4	Our attendance data over last year indicates that attendance among disadvantaged pupils has been between 5% lower than our whole school data. Over the last academic year, 20% of our disadvantaged students were persistently absent. This is compared to 15% in 2019. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	The gap on attitude to learning of disadvantaged students compared to non-disadvantaged students widens between Year 7 and Year 11. There is a need to motivate and inspire disadvantage students to reduce this gap and therefore reduce the attainment gap as well.

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									
<i>To improve the APS (Attainment 8) score of disadvantaged students in Cohort 19 (24/25 exam year) which will narrow the gap with non-disadvantaged</i>	Reduce A8 gap to below 10 points from Cohort 16 (gap 12.5 points)									
<i>Teachers confident in delivering mixed attaining teaching effectively through the deployment of differentiation and quality plans on itslearning.</i>	Quality of mixed attaining teaching and planned differentiation to be highlighted as a strength of the College in HIAS yearly reviews									
<i>To improve the attendance of disadvantaged students, so that they are in College to engage with quality first teaching, which will help their progress.</i>	Disadvantaged attendance to be 93.8% or above for the academic year 24/25 (Overall attendance for disadvantaged students 2020/21 is 87.7% 2019/2020 – 93.4%)									
<i>To improve the average attitude to learning grade for disadvantaged students in Year 7 and 8</i>	Table to show success for disadvantaged students. These numbers are based on the average attitude to learning grades (1-5) <table border="1" data-bbox="826 1787 1485 1944"> <thead> <tr> <th>Cohort</th> <th>A2L 2020-2021 data</th> <th>A2L 2021-22 target</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>-</td> <td>3.71</td> </tr> <tr> <td>20</td> <td>3.51</td> <td>3.61</td> </tr> </tbody> </table>	Cohort	A2L 2020-2021 data	A2L 2021-22 target	21	-	3.71	20	3.51	3.61
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Teaching priorities for current academic year

Activity	Challenge	Mitigating action
Implementation of the Blended learning protocols by teachers to enable excellent learning across the curriculum by ALL students.	Teachers understanding the functionality of its learning and how it can support the effective delivery of learning to students of all attainment levels. Challenge 1	Coaching all teachers to habitually teach from the plan Link coaching feedback up with the quality of planning on itslearning.
Effective teaching of mixed attaining classes, involving differentiation to enable all students to access the learning. This will involve the use of literacy support techniques from The Writing Revolution.	Work on increasing teacher confidence and understanding of key strategies to enable effective learning of all students in a mixed attaining class. Understanding of how the functionality of its learning can support with this without adding to teacher workload. Challenge 2	CPD focus for academic year on the SEN friendly classroom and different strategies for differentiation to support the mixed attaining classroom. (Development of the differentiation toolkit)
Grow the ethos and commitment to independent learning through the regular setting of 'Check for Understanding' tasks on itslearning and using the information from this to inform future planning.	Teachers to understand the importance of the review notes on plans and how this will help and enhance their own practice. Challenge 1	Ongoing monitoring of the use of review notes on the plan and how these notes are used to inform future planning and check for understanding. On going coaching discussions around review notes and planning in Check for Understanding activities.

Evidence That supports approach of above activities:

Quality First Teaching (QFT) is proved to be the single most important factor in closing the gap between disadvantaged and non-disadvantaged students (EEF research). QFT benefits all learners but disproportionately benefits the disadvantaged. One of the key steps to QFT is quality planning that takes into account student response to learning which can be gauged through progress made in a lesson, which in itself is checked through a variety of check for understanding activities that are specifically planned in. Reviewing the learning of a previous lesson and adapting future planning based on this ensures that plans are dynamic and responsive to the needs of the learners in the class. Leverage Leadership: *"Effective teaching is not about whether we taught it. It's about whether the students learned it"*.

Cambridge Assessment alongside the London Metropolitan University found evidence that a Blended Learning approach improves retention specifically for students from non-traditional backgrounds.

CPD costs- + Cost of its learning

CPD costs £15,000

itslearning cost £11,194

Targeted academic support for current academic year

Activity	Challenge	Mitigating Action
Mentoring of key students identified through the College Data Strategy (DSSI) document focussing on progress and attitude to learning as well as attendance to College.	<p>Student motivation to focus on learning in the classroom. Some students have a lack of self-belief and a mentor needs to help a student find the positives, which then improves the attitude to learning.</p> <p>Reducing the amount of persistent absence specifically with disadvantaged students.</p> <p>Challenge 4 Challenge 5</p>	<p>Mentoring for each year group in rotation planned into the ARR calendar. Students being mentored to be reviewed through the DSSI after each data drop. Each person on the mentoring team (SLT and HOH) to have no more than two mentees per year group.</p> <p>Mentoring record to be run through itslearning allowing all stakeholders access to the mentoring plan.</p> <p>Persistent Absence action plan to be put in place and reviewed every half term.</p>
Extension of intense SEN interventions to support students with cognitive barriers to learning, to make rapid progress following educational disruption due to COVID	<p>Significant numbers of SEN students have struggled during education disruption and have lost confidence. These students need to have this confidence restored.</p> <p>Challenge 3</p>	<p>Appointment of SEN teacher with appropriate skill set to support and enable progress of students with significant cognitive barriers to learning.</p>
Facilitation of year group study clubs enabling all students to have access to appropriate IT and teaching support to study outside of College.	<p>Students need to develop their confidence with independent study by utilising the study clubs after College. We have to get student buy in to attending the study clubs in the first instance</p> <p>Challenge 1,2,3 and 5</p>	<p>HOH to drive the study club as a intervention for students who are behind on progress. HT and DHT to plan study club campaign to get students attending.</p>

Evidence That supports approach of above activities:

Changing attitude to learning has a significant impact on the progress that students make. Starting the mentoring in Year 7 has proved over the last year to have a significant impact on the attitude to learning of key students. Poor attitude to study and the resulting drop in confidence has not become entrenched if mentoring is started earlier and carried out consistently according to a clearly defined plan.

In the College we have 12% of students who are SEN **and** disadvantaged- we therefore need to focus specifically on our SEN strategies to ensure the right level of differentiation for students to be able to access the learning in the classroom.

Projected spending

Mentoring costs £4,750
 SEN Teacher £35,696 (Jan start)
 Study Club costs £9,867

Wider strategies for current academic year

Activity	Challenge	Mitigating Action
<p>Professional reading- Closing the Vocabulary gap. The focus here is on improving the technical and academic language used by students in their writing. It is also to understand the etymology of language</p> <p>The Writing Revolution. The focus here is on sentence structure, enabling students to write structured longer answers. Focus as well on the Single Paragraph Outline- to help students plan a response.</p>	<p>We need to ensure that students can access and decode accurately the language used in textbooks and on exam papers. It is also about really helping teachers understand that vocabulary can be a real barrier to learning. As a result we need to ensure that staff (teaching and support staff) are reading relevant sections from each book and using these strategies in their daily practice.</p> <p>Challenge 1 Challenge 2</p>	<p>JC/AJB to focus monthly teaching and learning blog on sections from each book and direct staff to read that section and then try out selected strategies.</p> <p>Introduce dual coding as an effective word association technique to assist with learning.</p>
<p>SEN friendly classrooms- The focus here is to ensure that all classrooms are used to maximum potential to support learning. Differentiation strategies for teachers and LSA's to adopt in the classroom to support students.</p>	<p>The environment needs to make the learning more accessible to students with specific learning barriers. So we need to ensure learning walls are up to date with the topics currently being taught. Teachers need to get into the habit of using the learning walls all the time in their teaching.</p> <p>Broadening teachers understanding of different differentiation techniques that can be easily applied and mastered within a classroom setting.</p> <p>Challenge 3 Challenge 5</p>	<p>Creation of virtual Learning walls that students can access through the course page on its learning. These can easily be kept up to date through liaison between the teacher and the Blended Learning Content Developer.</p> <p>Appointment of a Blended Learning Content Developer who is clear on the brief for their job.</p> <p>Media technician proactively reminding staff of support for learning walls as they need to change.</p> <p>Introduce and provide on going training for the 'Differentiation Toolkit'.</p>
<p>Specific MADE training for students to enable effective study skills to improve the way students learn and retain information in their long term memory.</p>	<p>Student study skills are limited and this makes revision ineffective. A lot of students, particularly those with SEN struggle to transfer knowledge from the working memory to the long term memory. As a result we need to connect MADE strategies with learning through itslearning so there is synergy between what MADE deliver as study skills and what students should be doing through its learning.</p> <p>Challenge 1 , 3 and 5</p>	<p>MADE facilitator to be trained on the College ethos of OPEN MIND and the functionality of its learning- so study skills presentations can be linked directly to College systems and plans.</p> <p>Reduce the study skills promoted by MADE to mind mapping (complex skill) and the Cornell note method- so students have a chance of mastery with these two study skill methods.</p>

Evidence That supports approach of above activities:

Alex Quigley- Closing the Vocabulary Gap- identified as an important reminder that knowing about the vocabulary is the responsibility of every teacher and also the entitlement of every child- Geoff Barton ASCL.

The Writing Revolution- boosts reading comprehension, enhances study skills, develops analytical capabilities and improves organisational and study skills. All these are key areas of learning that disproportionately benefit the disadvantaged students.

The development of the SEN friendly classroom is critical to the delivery of an ambitious curriculum that is the entitlement of all students (OFSTED- quality of education through curriculum, intent, implementation and impact.)

Supporting the attainment of disadvantaged pupils- briefing for school leaders November 2015.

Cost of MADE	£3,877	
Cost of HIAS support for Differentiation Toolkit	£1,360	
Cost of SEN resource base	£42,875	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

The outcomes of last years Pupil Premium strategy can be seen in the document entitled Pupil Premium strategy Impact 2020/2021 and can be accessed on the College website under the Pupil Premium section or be the link below:

<https://www.crookhorn.hants.sch.uk/attachments/download.asp?file=517&type=pdf>

Disadvantaged pupil performance overview for last academic year

Attainment 8	34.84
Percentage of Grade 4+ in English and maths	40.4%
Percentage of Grade 5+ in English and maths	17.3%

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