

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Crookhorn College
Number of pupils in school	898
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/24
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Sarah Bennett
Pupil premium lead	Michaela Bishop
Governor / Trustee lead	Margo Farmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,921
Recovery premium funding allocation this academic year	£37,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£280,476

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 22 25% Cohort 21 28% Cohort 20 27% Cohort 19 31% Cohort 18 34%</p> <p>Below is a representation of the engagement of our students with itslearning. This table represents how many times a student engaged with one of their course plans. This shows the academic year 2021-2022</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">Average number of visits per students during the academic year (this includes visits to course pages)</th> </tr> <tr> <th></th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> <th></th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Cohort 21</td> <td style="text-align: center;">810</td> <td style="text-align: center;">935</td> <td></td> <td style="text-align: center;">-125</td> </tr> <tr> <td>Cohort 20</td> <td style="text-align: center;">725</td> <td style="text-align: center;">819</td> <td></td> <td style="text-align: center;">-94</td> </tr> <tr> <td>Cohort 19</td> <td style="text-align: center;">757</td> <td style="text-align: center;">804</td> <td></td> <td style="text-align: center;">-47</td> </tr> <tr> <td>Cohort 18</td> <td style="text-align: center;">830</td> <td style="text-align: center;">791</td> <td></td> <td style="text-align: center;">39</td> </tr> </tbody> </table>	Average number of visits per students during the academic year (this includes visits to course pages)						Disadvantaged	Non-Disadvantaged		Difference	Cohort 21	810	935		-125	Cohort 20	725	819		-94	Cohort 19	757	804		-47	Cohort 18	830	791		39
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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>																														

	Cohort 22- 69.6% of our students on intake only are ARE with reading. NA is 74%
3	<p>Each year group has between a third of students and a quarter who are disadvantaged and at least 9% who are disadvantaged and SEN. In cohort 18 this figure is 15%. From our FFT data, we have significant numbers of disadvantaged students in the low attaining band:</p> <p>48% of Cohort 18</p> <p>36% of Cohort 19</p> <p>39% of Cohort 20</p> <p>41% of Cohort 21</p> <p>This indicates that there is a significant gap on entry to the College of the attainment of disadvantage and non-disadvantaged students.</p> <p>Cohort 22</p> <p>42% of our disadvantaged students are SEN compared to 15% of our non-disadvantaged students in current Y7. This gap between disadvantaged and non-disadvantaged on the SEN register is likely to remain steady during pupils' time at our school.</p>
4	<p>Our attendance data over last year indicates that attendance among disadvantaged pupils has been approximately 5% lower than our whole school data (put in actual figures)</p> <p>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.</p>
5	<p>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.</p> <p>Disadvantaged gap on APS in cohort 17 is -11.35. Predicted gap on APS for cohort 18 is -7.37</p>

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) 2021/22 is 87.1% 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="826 741 1481 936"> <thead> <tr> <th>Cohort</th> <th>A2L 2021-2022 data</th> <th>A2L 2022-23 target</th> </tr> </thead> <tbody> <tr> <td>22</td> <td></td> <td>3.75</td> </tr> <tr> <td>21</td> <td>3.65</td> <td>3.71</td> </tr> </tbody> </table>	Cohort	A2L 2021-2022 data	A2L 2022-23 target	22		3.75	21	3.65	3.71
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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)

Total Budgeted cost for teaching: £87,451

SENECA: £4,500

Itslearning: £11,194

CPD: £12,000

Teaching assistant: £15,189

Coaching: £44,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the high-quality planning of all lessons where the 'Big	Pearson blog on starting with the big question when planning a sequence of learning	1 and 3

<p>question' is supported with relevant smaller components of learning and appropriate check for understanding activities. As a result of the high-quality planning, lessons will be be-spoke to classes and reviewed in light of students' progress to support all attainment levels.</p>	<p>https://www.english.com/blog/starting-with-a-big-question/</p> <p>OFSTED research on curriculum</p> <p>https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsted-approach-schools</p>	
<p>All staff to develop an understanding of schema and the process for retrieval of key knowledge & skills. Our students will become more confident in use of both Tier 2 (academic) and Tier 3 (subject specific) vocabulary.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Evidence on the development of retrieval practice has been used to develop our understanding of embedding retrieval into our classroom practice. https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>2,3 and 5</p>
<p>Coaching of all teaching staff to enable "Quality First Teaching" and successful deployment of TA's</p>	<p>Rosenshine Principles. https://files.eric.ed.gov/fulltext/EJ971753.pdf</p> <p>EEF Professional development report. The report focusses on a strategic approach to teacher CPD based on diagnosis of need, planned approach and review</p> <p>Supporting the attainment of disadvantaged pupils- briefing for school leaders November 2015. 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</p>	<p>5 and 3</p>

	<p>understanding activities that are specifically planned in. Re-viewing the learning of a previous lesson and adapting future planning based on this ensures that plans are dynamic and adaptive to the needs of the students in the class.</p> <p>EEF document on the effectiveness of TA's in the class-room.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>All teaching staff to be confident in classroom pedagogy to support retrieval and retention of key knowledge and skills. To ensure that Crookhorn learners become increasingly confident and independent with their own learning, the College will implement the Developing Blended Learners Programme which is aimed from the start of Year 7 to grow student skills with the use of 'itslearning' and key revision strategies such as mind mapping.</p> <p>Staff to grow their knowledge and expertise of operating SEN friendly classrooms. This will be supported through the embedding of the Rosenshine principles, mixed attaining teaching pedagogy and diverse assessment strategies.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>The key philosophy of 'Check for understanding' is key when teaching Mixed attaining groups. Leverage Leadership quote: <i>"Effective teaching is not about whether we taught it. It's about whether the students learned it"</i>.</p> <p>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.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Quality of feedback to students makes a significant difference to student progress and confidence in learning. The use of live feedback is proven to be highly successful:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Cambridge Assessment alongside the London Metropolitan University found evidence that a Blended Learning approach improves retention specifically for students from non-traditional backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,3 and 5</p>

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

Targeted academic support Budgeted cost: £58,489

Study club: £10,138

Reading coach: £15,189

SEN teacher £33, 163

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.	4, 5
Extension of intense SEN interventions to support students with cognitive barriers to learning, to make rapid progress following educational disruption due to COVID. This is to include the implementation of a thorough and proactive reading action 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Supporting our reading strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3,2
Developing our school-led tutoring for pupils whose education is impacted by significant cognitive barriers exacerbated by the disruption to learning over the last 3 years.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Extending face to face study time through Holiday school and study club	https://www.gov.uk/government/publications/review-of-time-in-school-and-16-to-19-settings	2

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

Wider strategies Budgeted cost: £149,179

FSW: £15,832

Assistant Headteacher role for mental health £10,283

Extra-curricular co-ordinator role £2,873

Extension of canteen facilities £46,191

Support from Y services £3,000

Counselling & ELSA £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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.</p> <p>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.</p>	<p>1,2</p>
<p>Implementation of GO WEST strategies- growth of extra-curricular activities and extension of Canteen facilities to support the number of FSM students accessing food</p>	<p>Use of extra-curricular to support social mobility https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>Reaching the unseen children – Jean Gross</p> <p>Importance of diet on education https://www.kumon.co.uk/blog/studies-show-diet-can-affect-school-performance/</p>	

	<p>Y service support for students/ELSA and counselling sessions</p> <p>https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people</p> <p>https://yservices.co.uk/</p>																					
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>School research</p> <table border="1" data-bbox="507 680 1337 1205"> <thead> <tr> <th>Attendance band</th> <th>A8</th> <th>Target</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>95+</td> <td>5.25</td> <td>4.4</td> <td>4.92</td> </tr> <tr> <td>90-95</td> <td>4.78</td> <td>4.47</td> <td>3.81</td> </tr> <tr> <td>85-89</td> <td>4.09</td> <td>4.62</td> <td>3.4</td> </tr> <tr> <td>Below 85%</td> <td>3.3</td> <td>4.16</td> <td>2.32</td> </tr> </tbody> </table>	Attendance band	A8	Target	2019	95+	5.25	4.4	4.92	90-95	4.78	4.47	3.81	85-89	4.09	4.62	3.4	Below 85%	3.3	4.16	2.32	4
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<p>Development of the Mental Health Support Team within the College to support and proactively deal with the increasingly complex wellbeing, mental health and EBSA attendance issues.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>ATIP behaviour strategies- https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%202018_1.pdf</p>	4, 5																				

Total budgeted cost: £295,119

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 2021/2022 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=703&type=pdf>

Disadvantaged pupil performance overview for last academic year

Attainment 8	39.99 (up from summer 2021)
Percentage of Grade 4+ in English and maths	51.7% (up from 40.4% in summer 2021)
Percentage of Grade 5+ in English and maths	22.4% (up from 17.3% in summer 2021)

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	