

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023/2024 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	907
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24. 3 year plan started in September 2021.
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£260,368
Recovery premium funding allocation this academic year	£71,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£331,438

Part A: Pupil premium strategy plan

Statement of intent

Through the College ethos, all students are encouraged to develop their responsibility as thriving members of the local community with ambition for their future. The Cornerstones provide the foundations for who we are and how we behave and GO WEST provides us with a framework for how we look after ourselves. With these two vital strands of the College ethos in place, our students are then ready to follow OPEN MIND for how we learn.

Our intention is that all students at Crookhorn College, irrespective of their socio-economic background, prior attainment or current challenges, will become resilient, effective and confident learners who achieve the very best outcomes. With the support of our excellent pastoral system, we intend to overcome any potential barriers to attendance, participation and inclusion to ensure that all students want to be in College and feel valued and empowered to make a difference to their own future.

Quality First Teaching is at the heart of our strategy with the evidence showing that this makes the biggest positive difference for disadvantaged students. Through this strategy we seek to develop the SEN friendly classroom and teacher expertise in 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 seek to build aspiration through early mentoring at Key Stage 3 and continued personalised support and guidance to students throughout their time at Crookhorn so that all students, including disadvantaged students, fully buy into their education and become active participants in their own learning, progress and future goals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils in 2021 for this 3 year plan.

Challenge number	Detail of challenge
1	<p>Disadvantaged students access and engagement to blended learning.</p> <p>In each Cohort we have the following % who are disadvantaged.</p> <p>Cohort 23: 30%</p> <p>Cohort 22: 25%</p> <p>Cohort 21: 28%</p> <p>Cohort 20: 27%</p> <p>Cohort 19: 31%</p>

	<p>Below is a representation of the engagement of our students with 'itslearning'. This table shows the students' average engagement log in score for the academic year 2022-2023.</p> <table><tr><th>2022-23 Year Groups</th><th>Disadvantaged</th><th>Non-disadvantaged</th><th>Avg Combined</th><th>GAP</th></tr><tr><td>7</td><td>909.7</td><td>1008.7</td><td>979.5</td><td>-10%</td></tr><tr><td>8</td><td>640.0</td><td>746.9</td><td>717.8</td><td>-14%</td></tr><tr><td>9</td><td>497.8</td><td>622.7</td><td>591.7</td><td>-20%</td></tr><tr><td>10</td><td>615.3</td><td>762.7</td><td>719.7</td><td>-19%</td></tr><tr><td>Grand Total</td><td>678.3</td><td>786.5</td><td>756.5</td><td>-14%</td></tr></table>	2022-23 Year Groups	Disadvantaged	Non-disadvantaged	Avg Combined	GAP	7	909.7	1008.7	979.5	-10%	8	640.0	746.9	717.8	-14%	9	497.8	622.7	591.7	-20%	10	615.3	762.7	719.7	-19%	Grand Total	678.3	786.5	756.5	-14%
2022-23 Year Groups	Disadvantaged	Non-disadvantaged	Avg Combined	GAP																											
7	909.7	1008.7	979.5	-10%																											
8	640.0	746.9	717.8	-14%																											
9	497.8	622.7	591.7	-20%																											
10	615.3	762.7	719.7	-19%																											
Grand Total	678.3	786.5	756.5	-14%																											
2	<p>Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than non-disadvantaged peers. This impacts their progress in all subjects.</p> <p>Cohort 23 - 62% of our disadvantaged students are at standardised score of 100 or above for Reading in KS2 SATS. National average is 73%.</p> <p>For Cohort 22, this was at 69.6% compared to the national average of 75%.</p>																														
3	<p>From our FFT data, we have significant numbers of disadvantaged students in the low attaining band:</p> <p>36% of Cohort 19</p> <p>39% of Cohort 20</p> <p>41% of Cohort 21</p> <p>51% of Cohort 22</p> <p>21% of Cohort 23</p> <p>Below is the number of disadvantaged students who are also SEN:</p> <p>9% of Cohort 19</p> <p>12% of Cohort 20</p> <p>13% of Cohort 21</p> <p>12% of Cohort 22</p> <p>21% of Cohort 23</p> <p>What these figures demonstrate is that a growing percentage of our students are disadvantaged with a growth also in those who are disadvantaged and SEN. The number of students with an EHCP in the College has grown to 55 with 50% of these having cognition and learning identified as a main need or a subsidiary need. 51% of all</p>																														

	students who have an EHCP are also disadvantaged. These figures demonstrate the challenge to teachers on delivering student progress.
4	<p>Our attendance data from the past year indicates that attendance among disadvantaged students has been approximately 6.5% lower than our whole College data. This gap has grown since the pandemic.</p> <p>Over the last academic year, 45% of our disadvantaged students were persistently absent. This is compared to 15% in 2019. A student is identified as persistently absent if their attendance is 90% or below and they are, therefore, missing 10% or more of their possible sessions in College.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. An example of this can be seen in the exam results of Cohort 18 in August 2023, whereby 42% of our disadvantaged students were persistently absent and therefore significantly missed their average grades. Disadvantaged students that were in 95%+, which was 33% of the cohort, achieved their average target grades.</p>
5	The gap in attitude to learning of disadvantaged students compared to non-disadvantaged students remains consistent between Year 7 and Year 11 – this gap is approximately 5%. This identifies the need to improve the self-efficacy of disadvantaged students so that they have the growth mindset to improve their learning progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year 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 (23/24 exam year) which will narrow the gap with non-disadvantaged.</i>	Reduce A8 gap to below 10 points from that of Cohort 16 (gap 12.5 points).
<i>Teachers to be 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>	<p>Disadvantaged attendance to be 89% or above for the academic year 23/24. The original target was 93.8%. However, due to the national crisis, we have updated this to be more realistic and in line with national efforts to reengage students in education post-pandemic.</p> <p>(Overall attendance for disadvantaged students): 2022/23: 87.17% 2021/22: 87.1% 2020/21: 87.7% (2019/2020: 93.4%)</p>

To improve the average attitude to learning grade for disadvantaged students throughout the whole College.		Yr7 A2L gap between disadvantaged and non-disadvantaged	Yr11 A2L between disadvantaged and non-disadvantaged
	July 23	6%	5%

Activity and funding distribution in this academic year 23/24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Total budgeted cost for teaching: £94,115

SENECA: £4,500

Itslearning: £11,194

CPD: £12,000

Teaching assistant: £19,070

Coaching: £47,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the high-quality planning of all lessons where the 'Big 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>Pearson blog on starting with the big question when planning a sequence of learning: https://www.english.com/blog/starting-with-a-big-question/</p> <p>OFSTED research on curriculum: https://www.slideshare.net/Ofstednews/working-towards-the-eif-2019-ofsteds-approach-schools</p> <p>Leverage Leadership – Paul Bambrick-Santoyo.</p> <p>Teach Like A Champion – Doug Lemov – Chapter 4 'Planning for success'.</p>	1 and 3

<p>All staff to develop an understanding of schema and the process for retrieval of key knowledge and 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>Closing the Vocab Gap - Alex Quigley.</p> <p>Reaching the Unseen Children – Jean Gross - Chapter 4 ‘The Word Gap’.</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>Revision Revolution – Helen Howell with Ross Morrison McGill</p>	<p>2,3 and 5</p>
<p>Coaching of all teaching staff to enable “Quality First Teaching” and successful deployment of TAs.</p> <p>Developing a bespoke coaching programme for all members of staff with a particular focus on a higher level of support for those teachers who are developing their pedagogy to enable the most effective learning for all students, which disproportionately benefits the disadvantaged students. This includes an ongoing</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>Leverage Leadership – Paul Bambrick-Santoyo</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 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 adaptive to the needs of the students in the class.</p>	<p>5 and 3</p>

<p>focus on the successful deployment of TAs in subject areas (MITA Project).</p>	<p>An Updated Practical Guide to the Pupil Premium – Marc Rowland.</p> <p>EEF document on the effectiveness of TAs in the classroom: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’: https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>Nasen SEND Gateway – Differentiation why and how?</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: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>The 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: 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>Revision Revolution – Helen Howell with Ross Morrison McGill</p>	<p>1,3 and 5</p>

	<p>Reaching the Unseen Children – Ch3, p35 – Setting/Streaming, myths and wrong turnings. Chapter 7 – Self-efficacy.</p> <p>Talk-friendly classroom – Oracy - https://voice21.org/</p> <p>Transform Teaching and Learning through Talk – The Oracy Imperative – Amy Gaunt & Alice Stott.</p>	
--	---	--

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

Targeted academic support budgeted cost: £139, 144

Study club: £10,138

Reading coach: £20, 033

SEN teacher £32,809

Reading coaches x 3 part time (summer term): £545

GL assessments: £10,000

Alternative curriculum: £65, 619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring of key students identified through the College Data Strategy (DSSI) document focusing on	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	4, 5

<p>progress and attitude to learning as well as attendance to College.</p>	<p>entrenched if mentoring is started earlier and carried out consistently according to a clearly defined plan. Mentoring also has a particular focus on the impact of LLD which has been found to have a higher incidence among disadvantaged students.</p> <p>Reaching the Unseen Children – Chapter 7 – Self-efficacy, Chapter 8 – No excuse for no excuses – intervening early p163.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p> <p>Working together to improve school attendance – DfE – May 2022</p> <p>Attendance interventions rapid evidence assessment – EEF (educationendowmentfoundation.org.uk)</p>	
<p>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 and in 23/24, the introduction of an alternative curriculum for Year 9 students.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Reaching the Unseen Children – Jean Gross – Chapters 4/5/6 - The Word Gap/The Literacy Gap/The Maths Gap</p> <p>Supporting our reading strategy:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Benefits of Alternative curriculum:</p> <p>https://www.21kschool.com/blog/what-is-alternate-education/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</p>	<p>3,2</p>
<p>Developing our school-led tutoring for pupils whose</p>	<p>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:</p>	<p>2</p>

education is impacted by significant cognitive barriers exacerbated by the disruption to learning over the last 3 years.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF GL assessments: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	
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 Holidays Activities and Food (HAF) Programme: https://www.hants.gov.uk/socialcareandhealth/children-andfamilies/connectforcommunities/holidayactivities	2

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

Wider strategies budgeted cost: £165,872

FSW: £16,061

Extra-curricular co-ordinator role: £3,017

Extension of canteen facilities: £50,957

Support from Y services: £3,000

Counselling & ELSA: £92,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. The Writing Revolution - The focus here is on sentence structure,	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.	1,2

<p>enabling students to write structured longer answers. Focus as well on the Single Paragraph Outline - to help students plan a response.</p>	<p>Reaching the Unseen Children – Jean Gross – Practical strategies for closing stubborn attainment gaps in disadvantaged groups.</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>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</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 services support for students/ELSA and counselling sessions: 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 Working together to improve school attendance – DfE – May 2022 advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>School research – Summer 2023 results (2019 in brackets):</p> <p>All students</p> <table border="1"> <thead> <tr> <th>Attendance band</th><th>A8</th><th>Target</th></tr> </thead> <tbody> <tr> <td>95+</td><td>49.74 (49.8)</td><td>48.39</td></tr> <tr> <td>90-95</td><td>38.69 (38.0)</td><td>43.32</td></tr> <tr> <td>85-89</td><td>40.73 (34.08)</td><td>45.38</td></tr> <tr> <td>Below 85%</td><td>25.11 (23.72)</td><td>33.86</td></tr> </tbody> </table> <p>Disadvantaged students</p> <table border="1"> <thead> <tr> <th>Attendance band</th><th>A8</th><th>Target</th></tr> </thead> <tbody> <tr> <td>95+</td><td>47.0 (45.93)</td><td>47.39</td></tr> <tr> <td>90-95</td><td>28.54 (26.31)</td><td>32.63</td></tr> <tr> <td>85-89</td><td>45.64 (30.64)</td><td>46.36</td></tr> <tr> <td>Below 85%</td><td>22.03 (24.63)</td><td>30.44</td></tr> </tbody> </table> <p>https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPORT-V02.pdf</p>	Attendance band	A8	Target	95+	49.74 (49.8)	48.39	90-95	38.69 (38.0)	43.32	85-89	40.73 (34.08)	45.38	Below 85%	25.11 (23.72)	33.86	Attendance band	A8	Target	95+	47.0 (45.93)	47.39	90-95	28.54 (26.31)	32.63	85-89	45.64 (30.64)	46.36	Below 85%	22.03 (24.63)	30.44	<p>4</p>
Attendance band	A8	Target																														
95+	49.74 (49.8)	48.39																														
90-95	38.69 (38.0)	43.32																														
85-89	40.73 (34.08)	45.38																														
Below 85%	25.11 (23.72)	33.86																														
Attendance band	A8	Target																														
95+	47.0 (45.93)	47.39																														
90-95	28.54 (26.31)	32.63																														
85-89	45.64 (30.64)	46.36																														
Below 85%	22.03 (24.63)	30.44																														

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.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour ATIP behaviour strategies - https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf	4, 5
---	--	------

Total budgeted cost: £399,131

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Outline the performances of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

The outcomes of last year's Pupil Premium strategy can be seen in the document entitled Pupil Premium strategy Impact 2022/2023 and can be accessed on the College website under the Pupil Premium section.

This has included data from national assessments and qualifications.

Information from summative and formative assessments Crookhorn has undertaken.

English (GCSE's)

We are 4th in the county for positive gap between deprivation and outcome ranks (only been beaten on this measure by the RC schools where parental choice and willingness to travel is always a factor)

GL – Progress tests.

Cohort 22- PP students saw an increase in Standardised score of 1.4 across the year showing they made progress with the highest students seeing an increase of 18.3 points.

Cohort 21- PP students saw an increase in Standardised score of 2.0 across the year showing they made progress with the highest students seeing an increase of 9.5 points.

Internal data for cohort 19

After the Year 10 summer mocks, C19 disadvantaged predicted data was 37.90. For cohort 18 their result was 36.41 when they were in Year 10 summer mocks. This shows positive progress for disadvantaged students.

Suspensions

C19 PP students received far less suspensions than C18 throughout the year. There was a 40% decrease in the amount of suspensions for this year group.

We are on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above).

Last year marked the end of a previous pupil premium strategy plan, and the document for impact on PP 22-23 highlights this which can be found on the College website. This sets out our assessment of our success towards the intended outcomes.

Disadvantaged pupil performance overview for last academic year

Attainment 8	34.86 (-0.43 down from summer 2019, but +1.18 up from summer 2018)
Percentage of Grade 4+ in English and maths	41.8% (4.2% down from summer 2019, but 11.8% up on summer 2018)
Percentage of Grade 5+ in English and maths	20% (3% from summer 2019, 2% down on summer 2018)

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?	