

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	Esher C of E High School
Number of pupils in school	1151
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	SLT at Esher High, ELT Governors Effectiveness Committee
Pupil premium lead	Ben Allin, Assistant Headteacher
Governor / Trustee lead	Neil Bennett, Governor link

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,601
Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,226

Part A: Pupil premium strategy plan

Statement of intent

At Esher High, our aim is to ensure disadvantaged learners at our school are given the opportunity to flourish within their academic studies and beyond and to sustain high attainment when comparing them to non-disadvantaged pupils nationally.

Our current strategy plan will focus on key challenges faced by disadvantaged pupils in our school with the overall aim of improving their attainment. This includes ensuring pupils perform as well as their non-pupil premium peers in English and Maths, addressing lower literacy levels, improving weaker attendance and building confident learners so they are ready for life beyond our school. We want all our pupils to feel like they belong in our school community, and 'be more' within their learning and their own lives.

Our expectation is that all students at our school receive an excellent education both within the formal curriculum and extending beyond the classroom doors into the wider-curriculum, irrespective of their background. We will continue to diagnostically assess our students' needs through regular review to ensure the support we put in place is tailored to the challenges disadvantaged learners and their families face in our school and community. Disadvantaged learners will receive the support they need by:

- Ensuring teachers teach lessons that are challenging, supportive and inclusive to individual needs
- Receiving high quality personalised support within their learning and pastorally
- Enrolling in targeted early intervention as identified by teachers, middle and senior leaders
- Our entire staff taking responsibility or raising outcomes and ensuring expectations remain high of learners so they can achieve regardless of students' socio-economic background
- Focusing on building relationships between our staff, students, families and the community to work together in order sustain a high quality of support network

Challenges

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

Challenge number	Detail of challenge
1	Through academic mentoring sessions and from what we have observed in learning walks, we know that some disadvantaged pupils need to build their learning confidence, improve self-regulation skills and sometimes have a lack of motivation to complete tasks due to misconceptions about their learning. With these three factors combined, a strong focus for teaching and support staff on building positive learning habits with a clear focus on embedding

	routines and providing excellent instruction can enable students to be more confident with their learning.
2	From recent TAG evidence, outcomes in English (best) (-1.0) and Maths (-0.92) are lower than non-PP peers. This is a slight drop from previous years. Access to high quality teaching, carefully selected interventions and correct resources to support learners can help reverse this trend.
3	Disadvantaged learners arrive at our school having lower literacy levels than their peers which has been identified through taking 'accelerated reader' tests and through assessment in English lessons. These are conducted four times a year to monitor reading progress closely. We also know many disadvantaged learners have a vocabulary gap from 1:1 academic mentoring sessions and from small group support they receive (they 'don't know the words' or 'I can't read' being a common answer).
4	Attendance levels from disadvantaged learners has dipped the past year (20-21) to 89.93% this is a change of -2.2% from the previous year at 91.75%. On average, pupil premium attendance is 4.81% lower compared to whole school of 94.11% in 2020-21. This trend is likely due to a number of 'school refusers' in the later part of 2021 where student well-being was adversely affected due to the pandemic. Upon analysis, we need to ensure we provide support to disadvantaged learners and their families to increase attendance levels and decrease persistent absenteeism.
5	From our analysis of internal data, discussions with families and from national research/trends we know some of our disadvantaged students have been disproportionately impacted by school closures in recent years, therefore leading to a growing attainment gap. This includes concerns surrounding well-being, social development and access to resources to support learning.

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
1. Increase the Progress 8 figure for disadvantaged students	<ul style="list-style-type: none"> Progress 8 of disadvantaged learners improves from previous years data with the ultimate aim of positive progress on average CPD sessions are of high quality and impact of sessions are seen through learning walks, lesson observations and student P8 score increasing on average- staff evaluation of CPD is positive
2. English outcomes improve (KJO) <ul style="list-style-type: none"> Intended outcome for the progress of PP students is above (-0.5) in KS4 See link to improving literacy levels in section 3 	English (KJO) <ul style="list-style-type: none"> Teachers plan well scaffolded lessons to stretch and challenge all, lessons are monitored effectively and collaborative planning opportunities encourage teacher to adapt according to needs to their classes

<p>Maths outcomes improve (DEM)</p> <ul style="list-style-type: none"> Numeracy understanding alongside core math skills are embedded in year 7. <ul style="list-style-type: none"> Math literacy is raised from Y7 onwards through core language in curriculum workbooks (planned for Y7-Y9) Confidence from Y8 onwards is increased through new explicit teaching objectives mapped across Y8/Y9/Y10/Y11 increasing time for teaching in dept around a particular objective. Retrieval of prior learning is built into the curriculum to improve students' schema through Y8, Y9, Y10, Y11 Students are in maths groupings that support long-term challenge and attainment without regular movement. 	<ul style="list-style-type: none"> Seating plans to support the engagement of PP students 1:1 session with teacher to review PPE and set revision plan for Spring term Information shared with parents after 1:1 sessions Accelerated reader programme continues and scores for PP students improve as the year progresses <p>Maths (DEM)</p> <ul style="list-style-type: none"> Numeracy audit shows significant positive trajectory from Y7 Autumn, Y7 Spring, Y8 Autumn All teachers utilise Numeracy Ninja DINT (Autumn – December) and curriculum-based retrieval DINT (January – July) for regular retrieval of prior learning Adequate time is given for all Y7 teachers to utilise curriculum workbooks centred on firm foundations of knowledge. Students' work demonstrates a broadening of understanding as they progress through each booklet. Reduced truancy and defiance is seen through students feeling more able to access and demonstrate learning in maths (longer term >3 years) Students can articulate in verbal responses to questions with key maths language across lessons. Increased staff awareness impacts both key stages. Staff are given more direction on what to teach and how to teach it increasing department consistency for learning. Students show greater ability to apply learning to context-based questions in the classroom and in assessments. Students demonstrate understanding of past learning (lesson, week, month, year) in the first fifteen minutes of every maths lesson. Set move meetings consider PP student carefully. Downward movement is avoided for lack of effort/homework/engagement. Staff focus on strategies to promote and engage in current groupings.
<p>3. Improved literacy levels, including reading, writing and oracy</p>	<ul style="list-style-type: none"> Accelerated Reader programme continues and assesses students four

	<p>times a year, showing an increase in reading age. STAR testing provides students with a zpd range to allow them to more easily select books. Their reading age will also be generated, and they will be encouraged to monitor and improve upon this as the year progresses.</p> <ul style="list-style-type: none"> • HUB lessons continue to promote reading. • 1:1 tutor time reading with an adult for students in Year 7 and 8 with low literacy levels. • Focus in all subjects on Disciplinary literacy • Targeted vocabulary instruction in every subject
<p>4. Attendance levels improve, particularly those with persistent absenteeism</p>	<ul style="list-style-type: none"> • Number of persistent absentees drops in comparison with national average • Support and outreach programmes (i.e. EWO, other bespoke services) are used with targeted students • Deputy head of year, pastoral and attendance team meet regularly to put in plans of action for vulnerable or at-risk pupils
<p>5. Students feel supported in their learning and ‘bounce back’ through accessing a variety of recovery strategies and equipping with resources necessary</p>	<ul style="list-style-type: none"> • Engage with the National Tutoring Programme including using school-led tutoring and Pearson to help reduce the impact of school closures • Students access an array of support including East to West, the school councillor, REMA and other services to support learning and improve general well-being • Provide pupils/families with laptops to access remote/home learning • Support parents digital literacy with bespoke guidance as required, including how to videos and guides

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)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of high quality CPD focusing on T&L priorities, empowering staff to focus on providing excellent instruction, individualised feedback and to continually improve their practice and support for our students.</p> <p>Appraisals include research projects or additional responsibility for most staff to improve their thinking behind modelled questions and to improve the way they achieve whole-class feedback.</p>	<p>Evaluation of CPD programmed from staff- Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Focusing on T&L priorities in 2021-22 year include:</p> <ol style="list-style-type: none"> 1) Routines and excellent instruction underpinned by Rosenshine's principles of instruction; Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (developing effective teaching techniques), including building students metacognitive skills; Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) 2) Ask more great questions and check the learning of all What does the evidence say about... Durrington Research School , Classroom Questioning (educationnorthwest.org) and ensuring high quality feedback; Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) 	1-4
<p>Additional department meetings (collaborative planning meetings) built into formal meeting structure from Spring 2021 to review T&L, conduct action planning informed by CPD. Teachers are prompted to conduct detailed action planning to ensure they change their</p>	<p>Drawing on the mechanisms of effective PD as outlined in EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1-3

<p>practice and to continually review the curriculum.</p>		
<p>Improving literacy levels in all subject areas using the EEF framework for improving literacy in secondary schools to underpin actions.</p> <p>Use Accelerated Reader programme to improve reading comprehension, particularly with Year 7/8 students. Peer/staff reading during tutor time to support those with very low reading levels to build independent reading skills.</p> <p>Embed the tutor time reading programme with Years 7-10 by investing in age appropriate books for entire year groups, encouraging reading together and building reading comprehension skills.</p>	<p>We have been using Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) to implement a strategy that improves outcomes for all learners. In 2021 there is a particular focus on 1: Prioritise disciplinary literacy across the curriculum and 2: Develop students' ability to read complex academic texts.</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The Tutor time Reading Programme is a PiXL initiative, and it is benefitting students as a settling activity in the mornings; improving cultural literacy; broadening minds; encouraging empathy; improving Tier 2 vocabulary and cultivating a wonderful community of readers. We measure impact against our original intentions for the programme; for students to improve their standardised reading scores, for increased enjoyment in reading together, and for continued exposure to and understanding of unfamiliar vocabulary.</p>	<p>3, 1-2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <ul style="list-style-type: none"> Redesigned long-term curriculum teaching expected Y6 skills broadly and deeply first and foremost (towards mastery). New platforms purchased (WRM & teacher guides, Mathspad) to facilitate curriculum 	<p>Maths: Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1-2</p>

<p>and resource design.</p> <ul style="list-style-type: none"> • Staff accessing MathsConf CPD (aiming for 3x a year) virtually on variation, teaching for mastery, misconceptions, cognitive overload theory. • Developing the use of LSAs through coaching and training 		1-3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted structured interventions are used to increase outcomes.</p> <p>Maths</p> <ul style="list-style-type: none"> • Intervention tutor of specific maths skillset to be utilised in lessons for greater 1-2-1 contact time. (Plan for Sept 2022 but strategy TBC with AKI) <p>English</p> <ul style="list-style-type: none"> • 1:1 or small group support interventions run by MBR, EHH and other English staff members as identified by KJO/LBS and classroom teachers <p>Science</p>	<p>The Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) evidence points towards students receiving high quality 1:1 tuition can have +5 months average impact on attainment whilst small group tuition is +4 months.</p> <p>Maths: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>Science: Improving Secondary Science EEF (educationendowmentfoundation.org.uk)</p> <p>Blended learning: 375446-evaluating-blended-learning-bringing-the-elements-together.pdf (cambridgeassessment.org.uk)</p>	1 - 4

<ul style="list-style-type: none"> • Small group support interventions run by DJA as identified by ADU/JTR and classroom teachers <p>Other subjects</p> <ul style="list-style-type: none"> • Develop blended learning approach by creating online revision sessions 		
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF national-tutoring-programme-infographic.pdf (pearson.com)</p>	1-3
<p>Inclusion Support Base provides intensive bespoke support to vulnerable students or those in need of alternative education approaches.</p>	<p>Covid learning loss: How the second lockdown widened the disadvantage gap Tes</p>	4, 5
<p>Student Well-being Coordinators used as school-home link workers to increase parental engagement and signpost families to support where needed.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4, 5
<p>Academic mentoring programme used as a diagnostic assessment on student learning and attitude towards learning. Help to motivate/engage and equip students with skills to be successful.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 5
<p>Homework Club</p> <ul style="list-style-type: none"> • Homework Club runs from 3pm-4pm – Monday- 	<p>Homework EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5

<p>Thursday. Between 15-25 students attend every day. The club has an impact in a range of ways: 1. Students are taught the basics of completing homework. 2. Students interact and work with other students. 3. There are 4 members of staff available to help the students. Students attend by choice, by HOD referral or by parent referral.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers used to improve attendance.</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>4</p>
<p>Professional services; Elevate Education workshops for KS4 focused on building revision/study skills for students and support for parents via online webinars</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Invest in equipping students with the resources they need to succeed and to ensure</p>	<p>(PDF) Laptop Programs for Students (researchgate.net)</p>	<p>1-5</p>

an inclusive learning environment and to enable remote/home learning. (i.e.- laptops, revision workbooks, maths equipment, support for families to purchase school/PE uniform)		
Breakfast programme to encourage punctuality to school and healthy lifestyle	The effects of breakfast on behavior and academic performance in children and adolescents (nih.gov)	1-5
Develop wider-curriculum offer and support disadvantaged pupils with attendance and participation at clubs/teams (i.e.- providing late bus tickets to get home, funding curriculum essential trips, subsidising peripatetic music tuition)	Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	1-5
Them and Us PiXL- creating a more positive and safe culture across the school and wider community	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-5

Total budgeted cost: £196,266

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.

From TAG evidence which included a variety of pieces of evidence, the overall school P8 figure was (0.02) compared to disadvantaged learners at (-1.06). PP students getting a grade of 5+ (incl. Eng and Maths) increased from the previous year to 19.51% compared to 15% in 2020, a marked improvement. Online engagement with the national tutoring programme and school-led tutoring which took place both remotely and face-to-face had a positive effect on disadvantaged outcomes. Internal data suggested that over time, disadvantaged students made improvements on average from 2020 (Year 10) reports.

The continued disruption of learning due to the pandemic meant that our pupil premium strategy had to be flexible, mainly with ensuring staff were equipped to continue delivering high quality lessons both remotely and face-to-face (but in bubbles). CPD was focused on upskilling staff to embed remote learning practices effectively and to keep student engagement high whilst whole cohorts remained in bubbles after returning to school in the Summer term.

A strong focus on improving literacy across the school took shape in the form of introducing the tutor time reading programme in Summer 2021 to help develop a culture of reading across the school. This work will continue in the following years, including developing staff expertise in disciplinary literacy and how to use this at classroom level.

Throughout the year, bespoke and tailored approaches for individual students were evident including using PiXL's 'Build Up' programme with KS4 students to increase motivation, equip students with revision skills and to address well-being. Academic mentoring carried out by tutors and support staff in Summer 2021 helped support students by providing them with direction and advice on how to improve in their learning and outcomes. Interviews revealed various attitudes to learning and have helped inform our teaching and learning priorities for the coming year.

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
Revision and study skills techniques	Elevate Education
Scholars Programme	The Brilliant Club
Online Science Tuition	The Brilliant Club
Accelerated Reader	Renaissance
Build Up	PiXL