

Pupil premium & Recovery 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	Clacton County High School
Number of pupils in school (Years 7-11)	1440
Proportion (%) of pupil premium eligible pupils	28.23%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Chris Taylor
Pupil premium lead	Alex Cooke
Governor / trustee lead	Carol Carlsson Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£388,207
Recovery premium funding allocation this academic year	£60,393 + £78,819 (carried forward from 20/21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£527,419

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is allocated to schools for the purpose of raising the attainment of disadvantaged students of all abilities to reach their potential and supporting children and young people with parents in the regular armed forces. At Clacton County High School we have worked hard to ensure that those students who are eligible for PPG funding make progress in line with their peers. The progress of our students in receipt of the PPG has been sustained and has achieved notable recognition over time: The school was commended by David Laws MP, Minister of State for Schools, in 2014 for the progress made by PPG students and in 2015 was the East of England runner up in the Pupil Premium Awards, in 2016, the school was again commended by the Minister of State for Schools, Nick Gibb MP, on the progress our students made defined using the Progress 8 Measure.

The PPG for 2021 to 2022 will include students recorded in the January 2021 school census who are known to have been eligible for free school meals (FSM) at any time in the past six years. It also includes children in care, adopted from abroad or who have left care who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order); these are collectively referred to as post-LAC in these conditions of grant.

The recovery premium will be spent on evidence-based approaches to support students. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

PERSEVERANCE
RESPONSIBILITY
OPPORTUNITY
UNITY CLACTON COUNTY
DIVERSITY HIGH SCHOOL

Challenges

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

Challenge number	Detail of challenge
1	Close the gap of disadvantaged attendance and levels of persistent absence
2	Access to technology at home and educational resources
3	Access to relevant curriculum
4	Wellbeing and mental health
5	Improve aspirations and destinations guidance

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
To raise reading ages of eligible students	Reading ages improve to be in line with or higher than chronological age
Progress of eligible students at least in line with national averages	Progress 8 in line with national averages or better
Attainment of eligible students at least in line with national averages	Attainment 8 in line with national averages or better
All eligible students access high quality destinations	NEET lower than local/regional/national benchmarks
Attendance of eligible students improves	Attendance of PPG students in line with national averages or better

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: £187,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved reading comprehension</p> <p>To ensure that the quality of teaching and learning in all classrooms is at least good.</p> <p>Reading and vocabulary development will be prioritised across the curriculum and PPG students will receive high quality intervention at all stages.</p>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a student can use to improve their comprehension of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>EEF - Reading comprehension strategies have a high impact on average (+6 months).</p>	3-Access to relevant curriculum
Universal offer		
Expert CPD for all staff on the explicit teaching of vocabulary.		
Expert CPD for all staff on modelling expert reading.		
CPD time allocated for deliberate practice, reflection and evaluation.		
Literacy sessions to be delivered during tutor time.		
Knowledge organisers used in all subjects across all year groups.		
Reading assessment online to support improvement with reading ages in KS3,		
Targeted offer		
SEND team withdraw targeted students for additional reading work.		

Retesting of reading ages for targeted students.		
Intervention offer		
Small group reading interventions in KS3.		
Paired mentor interventions of KS4 students with KS3 students.		
Improve retention and retrieval of knowledge	Retrieval practice is a strategy in which calling information to mind subsequently enhances and boosts learning. This develops and encourages flexible understanding, improving higher order thinking skills and transfer of knowledge. We are encouraging this approach using the supported works of Tom Sherrington: HOW TO USE RETRIEVAL PRACTICE TO IMPROVE LEARNING	3-Access to relevant curriculum
Universal offer		
Expert CPD for all staff on approaches to retrieval and dual coding.		
Expert CPD for all staff on Book Study to improve retrieval practises.		
CPD time allocated for deliberate practice, reflection and evaluation.		
Ensure all feedback is formative and timely to secure improvement.	Effective use of feedback (EEF) There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. Feedback involving metacognitive and self-regulatory approaches have a greater impact on disadvantaged students and lower prior attainers than other students.	3-Access to relevant curriculum
Universal offer		
Expert CPD for all staff on approaches feedback.		
CPD time allocated for deliberate practice, reflection and evaluation.		
Departmental review and continuous improvement of reflection and deliberate practice through Book Study reviews.		

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions and alternative provisions.	Positive impacts can be seen through close monitoring and small group interventions. Although a lot of our provisions feed into the whole school approach, some students require more focussed small group interventions and sometimes the support from alternative provisions. EEF - individualised instruction	3-Access to relevant curriculum
Universal offer		
Wide range of catch-up and extra support provided in after school sessions.		
Targeted offer		
Alternative provision made available to the most vulnerable students providing them with life skills. (see page 12)		
Ensure that FSM and LAC students are identified as high priorities for support via the LABS panels.		
Intervention offer		
Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in both maths and English.		
Timetable of small group interventions operated by staff and supported by Directors of Learning, put in place for students who show signs of significant under achievements. Support provided in class but also with the potential for small group interventions planned by the teacher.		
School led tutoring top up for holiday sessions.		
Access to technologies at home to support learning. Enable students to have access to technology to supplement or enhance teaching.	There is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology. Technology has the potential to increase the quality and quantity of practice that students undertake, both inside and outside of the classroom. In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for	2 - Access to technology at home and educational resources

	additional learning time EEF - Using Digital technology can help to improve learning	
Universal offer		
All students have access to computers after school in the Library.		
Access to Chromebooks or computers are made available during lesson times.		
Computing facilities made available outside of lessons to support online learning.		
Targeted offer		
Loan Chromebooks made available to students in greatest need.		

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

Budgeted cost: £160,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing and Mental Health</p> <p>Ensure disadvantaged students have access to high quality inclusion, pastoral and mental health support to enable them to succeed academically and have high aspirations for themselves.</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern. Wrap around support is collaborative and there is an improvement in wellbeing</p> <p><u>Anna Freud; Mentally Healthy Schools.</u></p> <p>Covid-19 has also had a negative impact - 54% of children and young people surveyed by Young Minds in January 2021 said that additional support was needed.</p>	<p>4 - Well being and mental health</p>
Universal offer		
Expert CPD for all staff on Trauma Perceptive Practice (TPP).		
PROUD lessons dedicated to wellbeing and mental health.		
Form time and assemblies dedicated to mental health		
Targeted offer		
Full time counsellors employed in school.		
MIND team based in pastoral hub.		
Assistant year managers employed to support students' wellbeing and mental health.		
Intervention offer		

Small group and one to one anxiety mentoring provided through the SEND team.		
Maintain high levels of attendance of PPG students. Close the gap between PPG and Non-PPG students	Disadvantaged students have shown lower than average attendance to non-disadvantaged students at CCHS and nationally. With a strong attendance team, supported by senior leadership, focussed on closing the gap with the aim to match or improve upon national figures.	1 - Close the gap of disadvantaged attendance and levels of persistent absence.
Universal offer		
Termly attendance rewards for 100% attendance.		
Attendance officers supporting in school and working with parents.		
Leadership supporting attendance team with close monitoring and regular reporting to senior leadership team and parents through half termly reports.		
Targeted Offer		
Alternative provision made available to the most vulnerable students providing them with life skills.		
Breakfast club to ensure students have a healthy start to the day.		
Ensure that FSM and LAC students are identified as high priorities for support.		
Improve Careers Advice and Guidance Provide CEIAG information to students and ensure they are fully aware of their options post-16 to allow them to make informed decisions. Maintain employer contact throughout the school to provide aspirations and careers guidance following Covid-19	Effective careers education and guidance can give young people access to information to support their progression and social mobility. It allows specialists to provide them with skills and knowledge to successfully navigate their way through career choices and changes. The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best career provision in schools and colleges. (Reference Gatsby Benchmark 7) School, college, and student perspectives on information shared about educational pathways: Gatsby Benchmark 7	5 - Improve aspirations and destinations guidance
Universal offer		
All students throughout their KS4 programme of study, experience a talk or a visit to a higher education institution, a talk from alumni or those currently in the higher education system. including a post-16 taster day at Sigma Sixth.		

Clear and focussed aspirations aid in providing clear goals for students outcomes and improved motivation towards meeting those goals. Evidence - EEF aspirations
Parent open evening for Sigma Sixth options.
Careers guidance and direction given during PROUD sessions and tutor time.
Sigma careers fayre to be made available to all students.
Targeted Offer
Working with outside partners such as Make Happen, Aspire and IntoUniversity to provide inspiration and aspiration to the more able.
Focussed careers interview with all year 11 and year 10 students.
Implementation of Compass Plus tracing software to better track careers education and destinations data.
Workplace safaris to encourage parental engagement and get students into the workplace supporting Gatsby Benchmark Guideline 6.

Total budgeted cost: £ 527419

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.

Action	outcome
Alternative provision made available to the most vulnerable students providing them with life skills.	Support has been provided all year including through lock down for most vulnerable groups. Life skills lessons were provided through PROUD programme and external agencies during the school lock down periods.
Administration provided to monitor and track PPG students through Go4schools	Students were monitored by staff.
Ensure that FSM and LAC students are identified as high priorities for support via the LABS panels.	Students were monitored by staff.
Targeted Support	
Action	outcome

Support in providing Accelerated Reader programme-starting year 7.	Accelerated Reader programme did not run due to complications during lockdown and the Covid-19 period. Instead mentoring programmes were set up by staff to support students with reading. Students with an identified SEND were given extra small group provision to support them.
Member of staff with responsibility for monitoring Accelerated Reader.	
Whole school literacy programme to support the development of reading across the curriculum.	
Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in both Maths and English	Covid-19 has meant that Grades are teacher assessed and went through stringent moderation p[rocesses. As a result students had received fair grades based on their potential and classroom performance.
Timetable Small group interventions put in place for students who are showing significant under achievements ran by staff and supported by DOLs. Support provided in class with the potential to remove students for small group interventions planned with the teacher.	PPG students stayed close to national figures throughout the year even with COVID 19. Half term 5 attendance was 91.3% for PPG students compared to 91.5% non-disadvantaged students (non Covid related absence). This will continue as part of the plan going forward as Covid will remain part of life.
Holiday interventions and coursework support sessions	
Action	Intended outcome
Administration support for the senior team member responsible for attendance and monitoring.	To directly improve attendance through close monitoring and interventions of PPG students in particular those who are PA.
Mentoring of PA students to improve school attendance.	
Additional attendance officer input for PA/ PPG students.	
Provide breakfast club to ensure a healthy start to the day to help concentration and improve attendance.	Breakfast club has provided breakfast everyday school has been in session for all PPG students that required it.

Provide support for basic equipment, uniform and trips to ensure this is not a barrier to learning and further improve attendance.	Equipment has been made available to those that have required it through the pastoral team
CCHS loan Chromebooks/equipment including software and set up.	Provided IT equipment and support to ensure that a lack of IT facilities was not a barrier to learning.
Provide revision guides, websites and CDs.	Revision guides were purchased to support students in their revision through key subject areas. Revision websites like Mathswatch and Linguaphone were purchased to support students with home learning and lock down work.
Funding to support careers programme in school.	Level 6 careers guidance has been provided through interviews both in person and virtually throughout lockdown. Lockdown and Covid restrictions have meant that in person work experience and workplace visits were impossible. However, the careers team worked hard to provide online experiences through Google classroom during lockdown and virtual work experience placements were offered all year round.
Funding to provide more opportunities to visit workplaces.	
To provide improved access to the wider curriculum including enrichments and after school STEM activities.	Unhindered access to enrichments, including support for transportation.
Counselling sessions for identified students (either staff referral or self-referral).	MIND team has been based at CCHS for the past year. We have also employed a full time councillor on top of the mentioned provisions to provide 1:1 mentoring to those students needing additional support.
Mentoring with year managers workers.	
Teentalk/ Educational Psychologist etc.	
Additional CPD for pastoral teams and counsellor.	
CPOMS licence.	
Rewards for FSM, CIC and PPG students through in house achievement points system.	Progress and achievements of students were rewarded through PROUD plus points on a lesson by lesson basis through teaching and pastoral staff.

Externally provided programmes

Programme	Provider	Purpose
Essex Aspire	Essex University	Aspirational mentoring for HE
NEECA Medical/ASR at NEECA	NEECA	Medical referral for anxious school refusers
Various	Academy 21	Online GCSE and KS3 live teaching
Various	Brook Farm	Animal therapy
New Approach	Colchester Institute	Functional skills and entry level courses
Various	Dedham Therapy Farm	Animal therapy
Various	Essex Youth Services	Drug and substance support, home and parental support
First Staff	First Staff	Autism support
Secondary Focus	Into University	Aspirational mentoring for HE
Hairdressing	HDHS Hairdressing	Level 2 hairdressing qualification
Learning Academies	I-Aspire	Specialist one to one tuition in a variety of subjects offsite or at home.
NT&AS	NT&AS	Delivers individual specialist education programmes of support.
Pioneer		Carpentry specialist Level 1 City and Guilds.
Various	RallySport	Entry level sports-based alternative provision .
Various	TLG	Academic tuition and counselling for children with SEND.
Various	Youthbuild	City and Guilds construction skills for students from year 9.