

Pupil Premium & Recovery Premium strategy statement



This statement details Clacton County High School’s use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium and recovery premium strategies, how we intend to spend the funding in this academic year and the effect that last year’s spending had within our school.

School overview

Detail	Data
School name	Clacton County High School
Number of pupils in school (Years 7-11)	1528
Proportion (%) of pupil premium eligible pupils	37.1% (567)
Academic years that our current pupil premium strategy plan covers	2021/22 - 2023/24
Date this statement was published	November 2021 December 2022 (updated) December 2023 (updated)
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Taylor, Head of School
Pupil premium lead	Karen Loosley, Deputy Headteacher
Governor / trustee lead	Kieron Moir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22: £388,207 2022/23: £431,424 2023/24: £502,068
Pupil premium funding carried forward from previous years	2021/22: £0 2022/23: £19,349 2023/24: £0
Recovery premium funding allocation this academic year	2021/22: £60,393 2022/23: £125,304 2023/24: 138,276
Recovery premium funding carried forward from previous years	2021/22: £78,819 2022/23: £41,717 2023/24: £0
Total budget for this academic year	2021/22: £527,419 2022/23: £617,794 2023:24: £640,344

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive a first class education, in a happy, safe and secure environment, enabling them to make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are in care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support in our context, which we have identified as communication; reading, writing and oracy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be based around our knowledge of our students' common challenges and individual needs, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set, including through engagement with our Reading Initiatives
- ensure reading, writing and oracy are securely at the heart of our curriculum to raise academic achievement for all
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

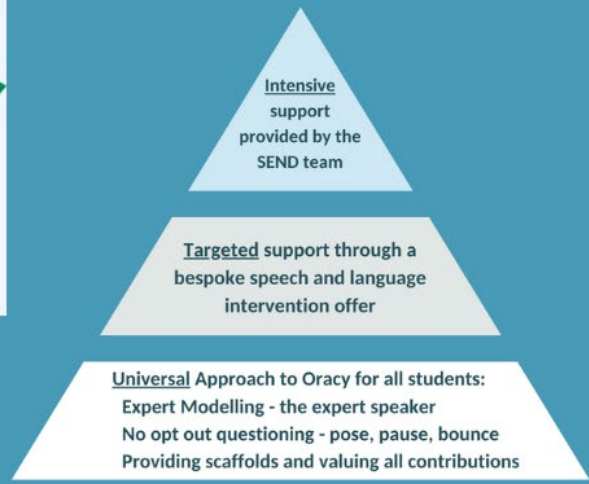
PERSEVERANCE
RESPONSIBILITY
OPPORTUNITY
UNITY CLACTON COUNTY
HIGH SCHOOL
DIVERSITY

Here at CCHS we have a very ambitious, broad and balanced curriculum for all students. The curriculum enables our students to engage with the discourse and practices of educated people, so that they gain the powers of the powerful and become more socially mobile.

This is supported with our communication strategy within the school which links in with the curriculum model and also our school PROUD values of Perseverance, Responsibility, Opportunity, Unity and Diversity. Not all of the students we consider to be disadvantaged are in receipt of the Pupil Premium. Where our strategy positively affects all students, we anticipate a disproportionately positive effect for disadvantaged students.



Higher Expectations; Raising Aspirations; Transforming Lives



Oracy at CCHS

CCHS Foundations of Communication



Reading at CCHS

Writing at CCHS

Higher Expectations; Raising Aspirations; Transforming Lives

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 student attendance and persistent absence
2	Close the gap of disadvantaged student achievement
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 achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Attendance and PA of PPG students in line with national averages or better
To raise reading ages of eligible students	Standard age score for disadvantaged students improves rapidly, halving the gap to a wider cohort during each key stage.
Improved reading comprehension among disadvantaged students across KS3.	Comprehension tests show improvement in skills and a narrowing of the gap with their non-disadvantaged peers
To narrow the achievement gap between disadvantaged and non-disadvantaged students	Progress 8 and Attainment 8 in line with national averages or better.
Barriers to accessing curriculum removed	All PPG students have access to curriculum outside of the school day.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Survey outcomes from students, parents and teachers show improved well-being. There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Disadvantaged students taking part in a wide range of trips, clubs and school responsibilities and gain experiences rich in cultural knowledge for each subject	Disadvantaged students contribute to the school community and engage more with culturally rich experiences to broaden their subject knowledge and aspirations
All disadvantaged students are aspirational and move onto appropriate destinations at the end of Key Stage 4	NEET lower than local/regional/national benchmarks. 100% of disadvantaged students will have a careers meeting and will have secured a college, apprenticeship or sixth form place

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: £169,265

Activity	Evidence that supports this approach	Challenge
<p>Improved communication; reading, writing and oracy</p> <p>Reading, writing and oracy development will be prioritised across the curriculum and PPG students will receive high quality intervention at all stages.</p>	<p>Our communication strategy involves the teaching of explicit approaches and techniques a student can use to improve their reading, writing and oracy skills. Teachers are provided with evidenced based approaches to best support reading, writing and oracy through high quality teaching in the classroom that is focused on the explicit teaching and instruction of reading, writing and oracy to ensure 'gapless instruction'. Students are explicitly taught how to be strategic readers and are taught a range of approaches to effectively enable them to read for meaning and purpose. These approaches 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. Through an explicitly modelled approach to reading, writing and oracy in the classroom, this will in turn provide disadvantaged students with the skills and knowledge required to close the achievement gap between disadvantaged and non-disadvantaged students.</p> <p>EEF - Reading comprehension strategies have a high impact on average (+6 months)</p> <p>EEF - Improving Literacy in Secondary Schools</p> <p>Oxford Language Report</p>	<p>2</p> <p>Closing the achievement gap</p> <p>3</p> <p>Access to relevant curriculum</p>
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 in KS3		
Reading assessment online to support improvement with reading ages in KS3		
Improving Secondary Writing national writing task completed for all Year 7 students to support improving literacy in KS3		
Targeted offer		
Lucid Exact screening in Year 9		
Foundation learning small group English lessons in Yr 7 and 8.		

Literacy classes in KS3
Expert CPD for all Learning Support Staff on explicit teaching of Reading Fluency as a targeted intervention strategy
Intensive offer
Catch up Literacy/toe by toe intervention programmes
External professional reports (e.g. Educational psychologist)- Strategies shared with staff for individual students

Activity	Evidence that supports this approach	Challenge
<p>Improve retention and retrieval of knowledge</p> <p>By using retrieval practice as a learning strategy (not an assessment tool), we exercise and strengthen our memory and long-term learning.</p> <p>Ensure retrieval activities are used in classrooms as a starter / plenary activity.</p>	<p>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:</p> <p>How to use Retrieval Practice to support learning</p>	<p>2</p> <p>Closing the achievement gap</p> <p>3</p> <p>Access to relevant curriculum</p>

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.
Evolution of subject knowledge organisers across the whole school
CPD time allocated for deliberate practice, reflection and evaluation.
Students are provided with an opportunity to recall prior knowledge in each lesson. Activities to facilitate this may include regular low stakes quizzing, free recall mind maps etc.
Targeted offer
Enhanced CPD offer to 'expert staff' to form a team of mentors and coaches.
Year 11 students provided with flashcards to create recall question and answer revision resources.
Further intervention sessions provided out of curriculum time with personalised learning checklists identifying knowledge gaps, which can then become a focus for spaced retrieval to enhance knowledge retention and assimilate missing knowledge into existing schema.
Intensive offer
Instructional coaching to support staff where required

Activity	Evidence that supports this approach	Challenge
<p>Effective use of feedback</p> <p>Ensure that there is a 'Common Approach' to feedback in lessons across school. This is supported</p>	<p>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</p>	<p>2</p> <p>Closing the achievement gap</p>

by the Feedback Handbook available to all staff. Ensure there is a constant cycle of assessment, feedback and improvement supported by the Feedback Handbook available to all staff.	other students. EEF publication: Teacher Feedback To Improve Pupil Learning Part of our approach to Assessment is also our implementation of 'Book Study', based on Alex Bedford's 'Pupil Book Study' work; this is the keystone that connects the curriculum with teaching and learning. EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged students.	3 Access to relevant curriculum
Universal offer		
Expert CPD for all staff to support in evaluating the use of feedback		
CPD time allocated for deliberate practice, reflection and evaluation via staff choice sessions		
Book studies and learning conversations		
CPD Teaching and learning briefings on Feedback / feedforward strategies		
Teaching staff will use a range of feedback strategies to move learning forward; whole class feedback, live marking and feedback conversations.		
Targeted offer		
Through Action Research Lead practitioners work with selected colleagues to refine strategies and develop subject expertise.		
Intensive offer		
Instructional coaching to support staff where required on the use of expert feedback in the moment. This is also within the weekly mentoring structure for ECT Yr1/2.		

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

Budgeted cost: £239,334

Activity	Evidence that supports this approach	Challenge
<p>Tutoring Ensuring that students that have been identified receive academic support to increase their confidence and attainment through the the National Tutoring Programme</p> <p>Using school-led tutoring, delivered by teaching staff after school for targeted disadvantaged children in addition to NTP.</p>	<p>Evidence indicates that one to one and small group tuition can be effective, providing approximately five additional months' progress on average providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF - individualised instruction EEF - small group tuition EEF - metacognition & self-regulation</p> <p>The use of teachers from the school will ensure that the needs of the children are well aligned. The 'in-house' tutoring will enable real time communication to further support student progress.</p>	<p>2 Closing the achievement gap</p> <p>3 Access to relevant curriculum</p>

Universal offer

Wide range of catch-up and extra curricular support provided in after school sessions.

Support available includes explicit teaching of; cognition, metacognition and motivation

Targeted offer

Close monitoring of GCSE students with focussed intervention sessions for students identified as underachieving in both maths and English.

Alternative provision made available to the most vulnerable students providing them with life skills. (see provider directory, appendix 1)

Ensure that FSM and LAC students are identified as high priorities for support via the LABS panels.

Intensive offer

Use of NTP funding to provide tutoring support to identified students across all year groups with a focus on core subjects.

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 sessions delivered during holidays in the Spring and Summer terms as well as after school sessions where staffing permits.

Activity	Evidence that supports this approach	Challenge
<p>Supporting students in internal and external assessments</p> <p>To enable analysis of student attainment across key groups within school and against national indicators</p> <p>To assess students for any access arrangements needed for assessments.</p>	<p>The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 (Section 96 (s1-6) to make 'reasonable adjustments'.</p> <p>To ensure we prepare students for terminal examinations, summative assessments serve an important role and should be planned to allow accurate and timely reporting of student progress.</p>	<p>3</p> <p>Access to relevant curriculum</p> <p>5</p> <p>Improve aspirations and destinations guidance</p>

Universal offer

Support exam preparation by holding revision classes and helping students to create a study schedule to monitor progress

All students are assessed by the end of Year 9 via a LUCID Exact screening test

Targeted offer

Offer half term/Easter school to support students to catch up where necessary

Ensure access arrangements have been applied for

CPD for staff on identified staff for assessing Access Arrangements

External specialist with a Level 7 EAA assessing qualification assesses any students identified from the LUCID Exact

Provide revision guides and resources for targeted Year 11 students

Intensive offer

Access Arrangements in place for identified students.

Activity	Evidence that supports this approach	Challenge
<p>Access to technologies at home to support learning.</p> <p>Enable students to have access to technology to supplement or enhance teaching</p>	<p>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.</p> <p>Technology has the potential to increase the quality and quantity of practice that students undertake, both inside and outside of the classroom.</p> <p>In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time.</p> <p><u>EEF - Using Digital technology can help to improve learning</u></p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Access to relevant curriculum</p>

Universal offer

All students have access to computers after school in the Library or faculty areas.

Targeted offer

Selected students will have the opportunity to access a device on loan to ensure they can access their Google Classroom.

Intensive offer

Identified students to be given a device to use in all lessons and to use at home (if required).

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

Budgeted cost: £236,600

Activity	Evidence that supports this approach	Challenge
<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 NHS reports that in secondary age children the incidents of mental health concerns rose to 25.7% in 2022. They also report that children living in deprivation are more likely than others to have a mental disorder. Absence rates are higher and children are less likely to feel safe in school. The full report is here</p> <p>10% of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age (mentalhealth.org.uk)</p> <p>A survey published in February 2022 by Place2Be and the National Association of Head Teachers finds that mental health problems among pupils had increased since the start of the academic year, including low self esteem (86%), depression (76%) and constant feelings of anger (68%)</p>	<p>4</p> <p>Well being and mental health</p>
Universal offer		
Expert CPD for all staff on Trauma Perceptive Practice (TPP).		
PSHE 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 their own suite in school.		
Assistant year managers employed to support students' wellbeing and mental health.		
YES 'School Navigator' one day per week in school		
Intensive offer		
Small group and one to one anxiety mentoring provided through the SEND team.		
Small group mentoring for issues such as bereavement, exam stress etc. provided through the SEMH and pastoral teams		

Activity	Evidence that supports this approach	Challenge
<p>Maintain high levels of attendance of PPG students.</p> <p>Close the gap between PPG and Non-PPG students</p>	<p>Disadvantaged students generally have lower attendance and higher persistence absence than non-disadvantaged students at CCHS and this is in line with the picture nationally. Positive impacts can be seen through the work that attendance / pastoral teams routinely follow on a weekly basis.</p>	<p>1</p> <p>Closing the attendance gap</p>

Universal offer

Weekly attendance rewards for 100% attendance celebrated through assemblies/ registration alongside PROUD rewards.
Attendance officers supporting in school and working with parents.
Leadership supporting the attendance team with close monitoring and regular reporting to senior leadership team through half termly reports.
Half termly form rewards for the 'greatest number' of 100% across the half term.
Termly reward trip for students with >97% attendance alongside behaviour.

Targeted offer

Alternative provision made available to the most vulnerable students providing them with life skills and a more bespoke curriculum
Breakfast club to ensure students have a healthy start to the day; provided free of charge.
Ensure that FSM and LAC students are identified as high priorities for support.
Mentoring through Form tutors in the form of 'conversations linked to PA'

Intensive offer

External agency involvement to support key students who fall under the banner of EBSA (Emotional Based School Avoidance)
Adapted timetables to support return to school following periods of time out
Pastoral support plans at various levels to build strategies to engage students in school

Activity	Evidence that supports this approach	Challenge
<p>Improve Careers Advice and Guidance</p> <p>Provide CEIAG information to students and ensure they are fully aware of their options post-16 to allow them to make informed decisions.</p> <p>Maintain employer contact throughout the school to provide aspirations and careers guidance following Covid-19</p>	<p>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.</p> <p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best career provision in schools and colleges.</p> <p>Reference Gatsby Benchmark 7</p> <p>Evidence - EEF aspirations</p>	<p>5</p> <p>Improve aspirations and destinations guidance</p>

Universal offer

All students during 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.

All students throughout their KS3 programme of study, gain advice with choosing options and transition to the KS4 curriculum

Parent open evening for Sigma Sixth options.

For both KS3 and KS4, Careers and further education information and guidance gap is addressed through PROUD sessions, tutorials and impartial careers advice

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.

Experience of work programme introduced in futures week at the end of year 10

Intensive offer

Additional post-16 transitions for selected students

Total budgeted cost: £645,198

Part B: Review of outcomes in the previous academic year/s

Pupil premium strategy outcomes

It remains clear that disadvantaged students suffered more disruption due to lockdown and engaged less well with remote learning; the legacy of this is still weaving through the system.

Achievement

2020/21: Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in 2021, and centre assessed grades were used to award grades. As the method to award grades was different any comparisons are problematic and should be considered with caution. Official figures were not published for this year.

2021/22: Overall Progress 8 is at -0.12 in 2022 (Essex average -0.21) down from from +0.27 in 2019 – Maths and Science are the areas we need to focus on. Overall Progress 8 was also impacted by the early entry for English literature. The impact of 2 years of disturbed learning has been more significant for our disadvantaged students with a Progress 8 score of -0.83 (Essex average -0.88, England average -0.55).

2022/23: Progress 8 (unvalidated) was +0.06 for the cohort overall (Essex average -0.18, England average -0.03) which is an improvement from the previous year. Disadvantaged students achieved a P8 score of -0.46 (Essex average -0.85, England average -0.57) and non-disadvantaged achieved +0.24. The achievement gap at CCHS (disadvantaged vs non-disadvantaged) is -0.70 which has closed from last year and remains lower than the England gap (-0.74) and much lower than the Essex gap (-0.84).

Attainment

2020/21: Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in 2021, and centre assessed grades were used to award grades. As the method to award grades was different any comparisons are problematic and should be considered with caution.

18.2% of disadvantaged students attained a grade of 5 or more in English and Maths in 2021 compared to 26.4% nationally.

2021/22: 18% (Essex 23%, England 30%) of disadvantaged students gained Grade 5+ in both English and Maths compared to 34% of the whole cohort (Essex average 48%, England average 50%). The attainment gap for % attaining grades 5+ in EN & MA is -16% which is lower than Essex and national comparators (Essex -25%; England -20%).

The Attainment 8 score was 43.5 overall (Essex 47.9; England 48.8). The disadvantaged gap was -14.3, 33.4 (disadvantaged, 47.7 non-disadvantaged) which is smaller than the Essex and England comparisons. A8 (disadvantaged) Essex 33.9, England 37.6 and (non-disadvantaged) Essex 51.2, England 52.8. The Essex gap was -17.3 and nationally -15.2.

Nationally the disadvantage gap is the widest since 2011/12.

2022/23: Grade 5+ in both English and Maths; 16% of disadvantaged students achieved this metric compared with 38% of non-disadvantaged students (Essex average 19% disadvantaged / 42% non-disadvantaged); outcomes in 2023 are nationally comparable to those achieved in 2019 when grades were last awarded under 'exam conditions', in 2019 these outcomes were 20% (grade 5 EM disadvantaged) and 25% (grade 5 EM non disadvantaged) at CCHS. The gap in attainment between disadvantaged and non-disadvantaged students is significantly larger than the gap seen in 2019.

The Attainment 8 score 2023 was 43.3 for the whole cohort (Essex 45.2, England 46.2); disadvantaged 31.8 (Essex disadvantaged 31.3, National disadvantaged 34.9), whilst the attainment of disadvantaged students was lower than their non-disadvantaged peers 47.3 (Essex 48.7, England 50.2), the attainment gap was in line with the national averages and lower than Essex averages.

Improved literacy

2020/21: Literacy Assessment Online Reading Comprehension demonstrates that over time students are making progress with their reading.

2021/22: Improving Secondary Writing National task: Year 7. Sept 2021 Ave scaled score for PP students at the start of the academic year was 540 compared to the average scaled score of 548 for non-PP students. Ave scaled score for PP students at the end of the year 7 had risen to 553 and was above other schools nationally for PP students.

2022/23: NGRT Adaptive reading tests for Year 7 students and Literacy Assessment Online Reading Comprehension tests for Year 8 demonstrate that over time students are making progress with their reading. NGRT data shows that FSM students are making progress with their reading over time and that the number of students reading at or above their chronological reading age by the end of Year 8 is 2% above the national picture for both FSM and non-FSM students. Improving Secondary Writing Task shows that the national writing gap between PP students and non-PP students was 2 years 4 months. In comparison, the school's writing gap between PP students and non-PP students is 1 year and 5 months. Therefore over time the school is supporting students in their reading and writing to close the achievement gap.

Attendance

2020/21: Based on FSM, the school was 90.5% overall attendance at the end of the academic year compared to 95% for Non FSM. The national picture (not taking into account Covid) was 91.9% for FSM and 95.5% for Non FSM. The PA figures for the end of the year was 24.8% for FSM students versus National picture (again not taking into account Covid) 24.6%. Non FSM PA was 17.1% and National 9.1%

2021/22: FSM during this academic year saw another drop again in FSM and this was again down to the tail end of the pandemic, irregular home visits for these vulnerable students and an increase in rates of other illnesses. FSM students overall attendance was 87.4% at the end of the year and PA 42.1%. Overall attendance across the school was 91.1% and PA 28.2%. National data 91.0% for overall attendance and PA 27.7%

2022/23: FSM attendance improved in this academic year slightly from 87.4% to 87.5% but this was still much better than the National average which was 85.3%. PA for FSM groups again was in line with National 39.0% and NA being 38.8%. This figure was an improvement on the previous year of 42.1%. Overall attendance across the school was 90.8% and PA was 24.7%. In relation to National, this was again better, with overall attendance Nationally at 90.7% and PA 28.0%.

Destinations

2021/22: The vast majority of Students (98.2%) in this cohort achieved their first choice destination identified to them in the careers guidance. All students including PPG had one to one careers guidance given to them throughout the year. Out of this year group 5 students (1.8% of the year group) were not in education, employment or training, 3 of which were PPG students (1.08% of the year group). This is significantly lower than national statistics which put 6.5% of young people in this age group as NEET.

2021/22: This year again the vast majority of students (97.5%) succeeded in getting to their first choice destinations. Of the year group 7 students (2.5%) are not in education, employment or training, 4 of which are PPG (1.42%). This is significantly lower than national statistics which put 6.4% of young people in this age group as NEET. All students during year 10 and 11 received one to one careers guidance as well as ongoing support from the careers and pastoral teams. Students who find themselves NEET will receive ongoing support from the careers team and other outside agencies to help them find a course or apprenticeship once they have left.

2022/23: The vast majority of students (98.3%) succeeded in finding a college or training this year which is a 0.8% improvement over the previous year. 1.7% of students found themselves as NEET, this was 5 students, 4 of which are disadvantaged. This is lower than the national average of 7.7% (2023) not participating in education. Students will receive ongoing support to support them in finding a placement from our careers team and other outside agencies.

Further information (optional)

In devising our strategy, we have reviewed the current literature, particularly research from the EEF, and commissioned annual external reviews from Marc Rowland.

We are aware that to have maximum impact on students' achievement we must focus our efforts on the challenges we can most easily affect such as reading and spend fewer resources on challenges schools have little influence on.

We fully recognise that the challenge of "disadvantage" is different for every young person and our interventions must be fitted to the student and not the other way around.

Not all of the students we consider to be disadvantaged are in receipt of the Pupil Premium. Where our strategy positively affects all students, we anticipate a disproportionately positive effect for disadvantaged students.

Externally provided programmes

Programme	Provider	Purpose
Into University	Into University	Aspirational mentoring for HE for identified PP students
Medical / ASR	NEECA / St Aubyns / Essex Education Access	Medical referral for anxious school refusers
Various	Academy 21	Online GCSE and KS3 alternative provision
Various	EdClass	Online GCSE and KS3 alternative provision, and pastoral interventions
Various	Essex Youth Services	Drug and substance support, home and parental support
Autism support	First Staff	Individualised, specialist education and programmes of support.
Learning Academies	I-Aspire	Specialist one to one tuition in a variety of subjects offsite or at home.
Various	RallySport	IMI L1 Automotive Maintenance (Rally sports-based).
Various	Youthbuild	City and Guilds L1 Construction Skills.
Various	BuildSkill Plus	PROQual L1 and NOCN Construction Skills, Employability and Personal Skills.
Various	CTP	City and Guilds L1 Vehicle Maintenance; Construction Skills. NOCN L1 Hair and Beauty Therapy.
Various	Circles Farm	Delivery of individual specialist education and programmes of support.
Various	Inclusion Ventures	Delivers individual education and support programmes; mentoring, personal skills development and family support.