

Clacton County High School - Pupil Premium strategy statement

This statement details Clacton County High School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3 year pupil premium strategy (2024/25 - 2026/27); how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.



School overview

Detail	Data
School name	Clacton County High School
Number of pupils in school (Years 7-11)	1566
Proportion (%) of pupil premium eligible pupils	37.2% (583)
Academic years that our current pupil premium strategy plan covers	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Chris Taylor, Head of School
Pupil premium lead	Karen Loosley, Deputy Headteacher
Governor / trustee lead	Kieron Moir, Chair LGC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024/25: £520,000
Pupil premium funding carried forward from previous years	None
Total budget for this academic year	£520,000

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.

In devising our strategy, we reviewed 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.

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.

At CCHS we recognise that 'disadvantaged' is any student at risk of underachievement, thus we place high importance on knowing our students well and our approach will be based around our knowledge of our students' common challenges and individual needs, rather than assumptions about the impact of disadvantage.

Where our strategy positively affects all students, we anticipate a disproportionately positive effect for disadvantaged students. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are engaged and challenged in the work that they are set through our 'no-opt out' approach and engagement with our communication strategy
- 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

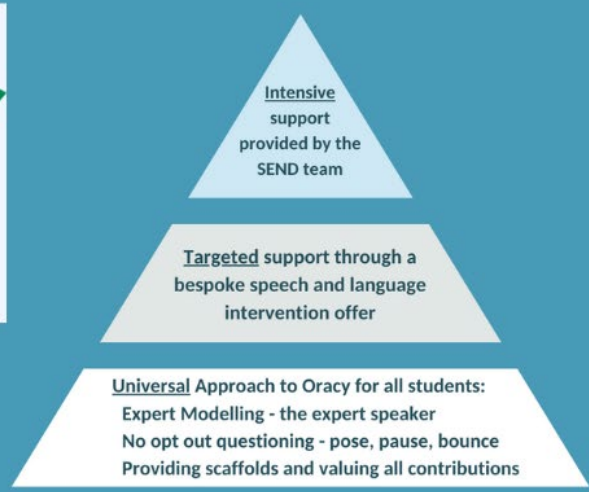
Here at CCHS we have a very ambitious, broad and balanced curriculum for all students. The curriculum enables our students to engage with the discourse and practices of educated people, so that they gain the powers of the powerful and become more socially mobile.

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.

PERSEVERANCE
RESPONSIBILITY
OPPORTUNITY
UNITY CLAYTON COUNTY
HIGH SCHOOL
DIVERSITY



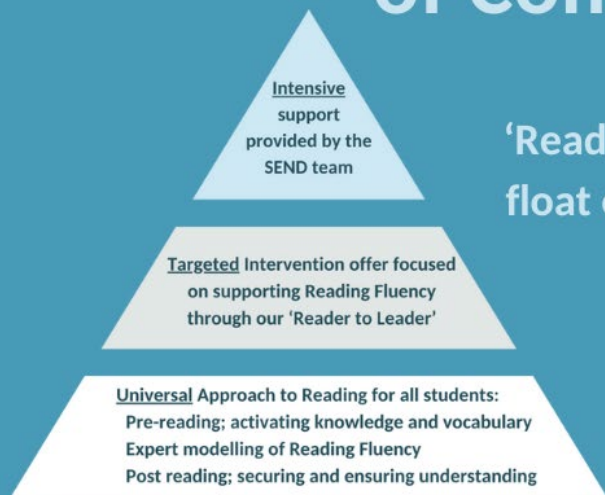
Higher Expectations; Raising Aspirations; Transforming Lives



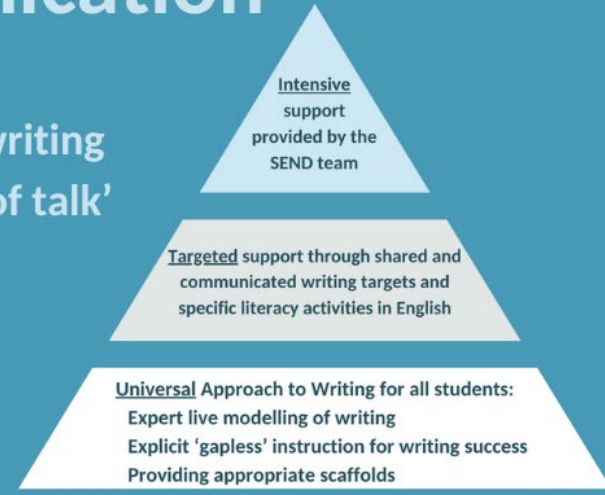
Oracy at CCHS

CCHS Foundations of Communication

‘Reading and writing float on a sea of talk’



Reading at CCHS



Writing at CCHS

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
1	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
2	To narrow the achievement gap between disadvantaged and non-disadvantaged students	Progress 8 and Attainment 8 in line with national averages or better.
	To raise reading ages of eligible students and improve their reading comprehension	Standard age score for disadvantaged students improves rapidly, halving the gap to a wider cohort during each key stage. Comprehension tests show improvement in skills and a narrowing of the gap with their non-disadvantaged peers
	Improved functional writing amongst our stanine 1 and 2 disadvantaged students across KS3.	Functional writing improves and fragile writers are better able to record their views and opinions across the curriculum and prepare for success in writing assignments and examinations.
3	Barriers to accessing curriculum removed	All PPG students have access to curriculum outside of the school day.
4	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.
5	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
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £145,015

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'. 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 (NGRT) to support improvement with reading ages in KS3		
Improving Secondary Writing (NMM) national writing task completed for all Year 7 students to support improving literacy in KS3		
Sparx Reader - rolled out as compulsory Independent Learning for Years 7-9		
Targeted offer		
Lucid Exact screening for identified students 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
That Reading Thing (TRT) intervention program
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</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</p>	<p>2</p>

<p>feedback in lessons across school. This is supported by the Feedback Handbook available to all staff.</p> <p>Ensure there is a constant cycle of assessment, feedback and improvement supported by the Feedback Handbook available to all staff.</p>	<p>and self regulatory approaches have a greater impact on disadvantaged students and lower prior attainers than other students. EEF publication: Teacher Feedback To Improve Pupil Learning</p> <p>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.</p> <p>EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged students.</p>	<p>Closing the achievement gap</p> <p>3</p> <p>Access to relevant curriculum</p>
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Universal offer

Expert CPD for all staff to support effective use of feedback through The Great Teacher Toolkit module interacting

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: £151,636

Activity	Evidence that supports this approach	Challenge
<p>Tutoring</p> <p>Ensuring that students that have been identified receive academic support to increase their confidence and attainment.</p> <p>Using tutoring, delivered by teaching staff after school for targeted disadvantaged children.</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</p> <p>Closing the achievement gap</p> <p>3</p> <p>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		
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</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</p>	<p>3</p> <p>Access to relevant curriculum</p> <p>5</p>

within school and against national indicators To assess students for any access arrangements needed for assessments .	2010 (Section 96 (s1-6) to make 'reasonable adjustments'. 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.	Improve aspirations and destinations guidance
Universal offer		
Support exam preparation by holding revision classes and helping students to create a study schedule to monitor progress		
All students are assessed using NGRT, NMM, Speechlink, teacher reports/feedback		
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 in year 9 any students identified using 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
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 additional learning time. EEF - Using Digital technology can help to improve learning	3 Access to relevant curriculum
Universal offer		
All students have access to computers after school in the inclusion hub, B2 (homework club room) 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: £238,332

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 counsellor employed in school.		
MHST (Mental Health Support Team) based in their own suite in school.		
Assistant year managers employed to support students' wellbeing and mental health. Supported by Mental Health First Aid trained colleagues and the Senior Mental Health Lead.		
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		
Access to the School Nursing Service who specialise in the delivery of care to school aged children and young people.		

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>	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>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		
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) - Co-ordinated through an Individual Attendance Plan which is regularly reviewed		
Adapted timetables to support return to school following periods of time out		
Alternative provision made available to the most vulnerable students providing them with life skills and a more bespoke curriculum		
Education Access route considered for those with significant medical needs		
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</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>5</p> <p>Improve aspirations and destinations guidance</p>

<p>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>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>	
Universal offer		
<p>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.</p>		
<p>All students throughout their KS3 programme of study, gain advice with choosing options and transition to the KS4 curriculum</p>		
<p>All students will have at least 2 employer contacts throughout the year.</p>		
<p>Parent open evening for Sigma Sixth options.</p>		
<p>For both KS3 and KS4, Careers and further education information and guidance gap is addressed through PROUD sessions, tutorials and impartial careers advice.</p>		
<p>All students have access to Unifrog platform, students will have guided access through form and PSHE as well as regular updates through weekly mailings.</p>		
<p>Sigma careers fayre to be made available to all students.</p>		
Targeted offer		
<p>Working with outside partners such as Make Happen, Aspire and IntoUniversity to provide inspiration and aspiration to the more able.</p>		
<p>Focussed careers interview with all year 11 and year 10 students.</p>		
<p>Implementation of Compass Plus tracing software to better track careers education and destinations data.</p>		
<p>Experience of work programme in futures week at the end of year 10</p>		
Intensive offer		
<p>Additional post-16 transitions for selected students</p>		

Total budgeted cost: £534,983

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

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

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.

	Intended outcome	Success criteria
1	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
	<p>Review of previous year:</p> <p>FSM attendance improved in this academic year slightly from 87.5% to 88.6% and this was in line with the National picture. PA for FSM groups was 32.3% which was an improvement on the 38.8% last year - currently no National Data for FSM PA. Overall attendance across the school was 91.6% which was an improvement upon 2022-23 (90.8%). PA was 23.7% and this was an improvement on last year's figure of 24.7%. In relation to National, this was again better, with overall attendance Nationally at 90.9% and PA 26.7%.</p>	

	Intended outcome	Success criteria
2	To narrow the achievement gap between disadvantaged and non-disadvantaged students	Progress 8 and Attainment 8 in line with national averages or better.
	To raise reading ages of eligible students and improve their reading comprehension	Standard age score for disadvantaged students improves rapidly, halving the gap to a wider cohort during each key stage. Comprehension tests show improvement in skills and a narrowing of the gap with their non-disadvantaged peers
	<p>Review of previous year:</p> <p>Achievement - To narrow the achievement gap between disadvantaged and non-disadvantaged students</p> <p>To date there has been no publication of Progress 8 data, our internal analysis indicates that the gap between PPG students and the cohort is -0.46.</p> <p>Attainment - To narrow the attainment gap between disadvantaged and non-disadvantaged students</p> <p>Grade 5+ in both English and Maths; 17% of disadvantaged students achieved this metric compared with 30% of the cohort.</p>	

The Attainment 8 score was 38.7 for the whole cohort; disadvantaged 29.7

Improved literacy - To raise reading ages of eligible students and improve reading comprehension among disadvantaged students across KS3.

2023/24: NGRT Adaptive reading tests for Year 7 and Year 8 students demonstrate that over time students are making progress with their reading. 32% of students made progress over time on their NGRT assessments from Year 7-end of Year 8. 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. At the start of Year 7 FSM students are achieving on average one whole stanine grade lower than non-FSM students, by the end of Year 8 this gap has closed by 0.8

	Intended outcome	Success criteria
	Barriers to accessing curriculum removed	All PPG students have access to curriculum outside of the school day.
3	<p>Review of previous year:</p> <p>Chromebooks are available for loan to disadvantaged students. Homework club runs every night after school to provide students with access to computers and teacher support to complete their homework. Curriculum overview's for each subject have been collated per year group and shared with all students and parents/carers. These contain links to access knowledge organisers or other resources to support their learning or revision of the curriculum.</p>	

	Intended outcome	Success criteria
4	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Survey outcomes from students, parents and teachers show improved well being.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
	<p>Review of previous year:</p> <p>The PSHE curriculum continues to be delivered by teaching staff through a combination of timetabled lessons (Y7-9) and dedicated sessions (Y10-11). There is a clear programme of study that explores a wide variety of matters designed to develop the individual. External speakers are included in this experience. A form tutor programme ensures follow-up of topics and enables student voice to be collated. The school's assembly programme includes delivery of information, guidance and advice on wellbeing and mental health. The curriculum is agile, able to respond to school needs as they are fed back. The RSHE curriculum continues to be delivered by dedicated teaching staff. The most recent student voice (26/04/23) indicated students were positive about learning, being in school, new technology, socialising in school. Impact of this was clear to Inspectors during the school's OFSTED Inspection (October 2024), where they reported that students enjoy school and feel safe, and that the school's approach to promoting students' personal development is a strength. Students are able to talk openly about sensitive subjects and that they have trusted adults with whom to talk through concerns. MHST colleagues have continued to provide exam stress workshops for Years 10 - 13 in response to student feedback that they feel less positive about parental expectations of them, exam stress and high expectations. MHST have supported student transition at key points such as Year 6 into Year 7. MHST have had a raised profile by attending key parent events such as Year 7 Form Tutor evening, and Year 11 Parents Evening. The MHST stall at the school's Open Evening was well attended. All families received communication from the school about the range of support available and what can be done in the home to support student wellbeing and positive mental health. The school's wellbeing and mental health webpage has been significantly updated.</p>	

	Intended outcome	Success criteria
5	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	<p>NEET lower than local/regional/national benchmarks.</p> <p>100% of disadvantaged students will have a careers meeting and will have secured a college, apprenticeship or sixth form place</p>
	Review of previous year:	

Engagement in extracurricular activities - Disadvantaged students taking part in a wide range of trips, clubs and school responsibilities and gain experiences rich in cultural knowledge for each subject

2023/2024: There is now an extensive range of extra-curricular clubs and trips on offer, back to pre-covid, if not even more choice. This year our whole school pupil premium cohort was 36% and this year the uptake of trips by disadvantaged students so far has increased from 19.4% in the previous year to 22.4%. Out of our 21 current senior student leaders 29% are disadvantaged students.

Destinations - All disadvantaged students are aspirational and move onto appropriate destinations at the end of Key Stage 4

2023/2024: Most students (97.92%) successfully found an appropriate place in college or training this year. Out of our disadvantaged students, 95.3% successfully found college and training places. This is a slight drop over the previous year however this was a larger cohort. 6 students were NEET (2.08%), of these students 4 were PPG (1.4%). Which, as a proportion, is lower than local, regional and national comparators. Any students without a suitable placement will receive ongoing support to support them in finding a placement from our careers team and other outside agencies.

Externally provided programmes

Programme	Provider	Purpose
Into University	Into University	Aspirational mentoring for HE for identified PP students
Medical / EBSA	NEECA / Essex Education Access	Medical referrals for young people with Emotionally Based School Avoidance
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	Inclusion Ventures	Delivers individual education and support programmes; mentoring, personal skills development and family support.