



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Anglo European School
Number of pupils in school	1,499
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	20th December 2022
Date on which it will be reviewed	10th December 2023
Statement authorised by	Jody Gee, Headteacher and Stephanie Nichols, Assistant Headteacher- Inclusion
Pupil Premium lead	Victoria Edge-Baron
Governor / Trustee lead	Judith Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,455
Recovery premium funding allocation this academic year	£19,584
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	£121,039

Part A: Pupil premium strategy plan

Statement of Intent

The Anglo European School seeks to develop ambitious, resilient and principled young people who recognise their common humanity and who seek to create a better and more peaceful society through inter-cultural understanding and respect. We encourage our students to become active citizens who are internationally minded, lifelong learners who understand that other people, with their differences, can also be right. We do this through our broad and balanced international curriculum, underpinned by the philosophies of the International Baccalaureate.

Many of our students travel long distances to attend the school due to the nature of the curriculum provided and our focus on languages and internationalism. Many of our students have English as additional language and have a global outlook on life. Our school has a focus on developing our students, not only for their academic studies, but to develop essential life skills to flourish in an international world.

Our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress, live a healthy and fulfilling life and achieve highly across all areas of the curriculum. The intent of our Pupil Premium Strategy is to focus on the attendance of our learners, prepare them for life beyond school, both in modern Britain and internationally, and to break down any barriers to learning they may face both inside and outside of school. We will aim to develop all our students and equip them with the skills, resources and attitudes they require to fulfil their duties as a conscientious and responsible member of society. A focus on supporting our vulnerable students will also be part of this plan, taking into consideration their physical, social and emotional needs.

A whole school approach to facilitating the needs of our disadvantaged students will also enable all students within the school to benefit from the implementation of the ‘Steps to Success’ programme, the Anglo European School vision for supporting our disadvantaged students. Outlining the pastoral and academic requirements of our staff, this vision promotes positive relationships with students, raising the platform of literacy and reading, outstanding Teaching and Learning, promoting progress for all students and to monitor students' attendance and punctuality.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of numeracy, literacy and reading engagement (including fewer books in the home). As many of our students are EAL, languages spoken in the home and the implementation of reading for pleasure may not be a primary aim for our pupils and their families. Assessments, discussions and our yearly disadvantage review with KS3 pupils indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Although these students are identified as ‘catch-up’ students, this disadvantage impacts students learning in all subjects and their ability to articulate themselves appropriately.
2	Cultural capital deficiencies are apparent within our cohort of disadvantaged pupils for various reasons. As part of the ethos and values of our school, students are provided and expected to engage within our extensive visits and exchanges programme. The parents/ carers of our students face a barrier here financially and recent data indicates that these students' participation is under the average of their peers.
3	Low aspirations as a major consequence of Covid 19, have taken their toll on our students. Consistent reviews of our vulnerable students, presents a number of new cases, primarily linked to mental health issues. This was also evident within our regular well-being checks through-out lockdown and on our return to school. This is also evident with the future aspirations with our students who require targeted guidance for their next educational steps.
4	A difference in attendance and punctuality of disadvantaged students compared to their peers has increased as another consequence of Covid 19. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Lack of opportunities/ engagement to learn beyond the taught curriculum present a challenge for our disadvantaged students. This also presents challenges when focusing of metacognition and self-regulation. Our disadvantaged students are amongst the learners who have suffered the most. Extra-curricular activities are a major focus for this academic year, especially for our Year 7 students. Reviewing and monitoring of extra-curricular engagement.

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.	Improve reading engagement and literacy levels for all students, focusing on fostering a love of learning within KS3, which will matriculate into KS4 and 5. This will also enhance the reflective and evaluative skills of our bilingual learners, their subject specific terminology and articulation and oracy skills.	<ul style="list-style-type: none"> • Increased use in study club before school, after school and during lunchtime for our disadvantaged students • Reading mentoring and targeted support • Wider knowledge of subject specific terminology in all key stages • Focus on reading across all areas of the curriculum. • Thinking Reading introduction and implementation • Research Inquiry Group focusing on literacy
2.	Raise the engagement of all pupils in relation to our visits and exchanges programme, focusing on our disadvantaged students.	<ul style="list-style-type: none"> • Data will showcase a rise in our disadvantaged student engagement within our visits and exchanges programme • A change in documentation being sent out to parents for our disadvantaged students funding, will prompt these students to engage further within these programmes • Visits and exchanges team will monitor the application sign up rates and will proactively encourage parents of disadvantaged students to engage with visits, working in conjunction with the Year leader, SEN Coordinator, PPG Co-ordinator.
3.	Support all student's well-being coming out of Covid 19 with a focus on Year 11 students and Upper Sixth during exam periods.	<ul style="list-style-type: none"> • Priority students will engage with Headroom to focus on well-being • Support sessions for exam groups • Revision and study skills sessions in Tutor Period. • Consistent well-being surveys of PPG Students to inform measures to improve the wellbeing of students • Specified careers advisors for disadvantaged students, linked with SEN students
4.	Improve and sustain the attendance of all students, with a focus on disadvantaged pupils with an intent to raise their attainment in doing so.	<ul style="list-style-type: none"> • Attendance officer will monitor disadvantaged students' punctuality and behaviour along with the Pupil Premium Coordinator to sustain high attendance • The overall absence rate for all pupils being reduced and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
5.	Improve and sustain opportunities for all students to learn beyond the curriculum. Improve self-regulation skills for our disadvantaged students; and improve and sustain club retention for our Year 7 students.	<ul style="list-style-type: none"> <input type="checkbox"/> Sustained improvement, shown within engagement data of disadvantaged students participating within extracurricular clubs Club retention within key stage 3 will progress with overall participation raised <input type="checkbox"/> Investigate and improve methods for monitoring disadvantaged students' participation in clubs (including library study club) <input type="checkbox"/>

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: **£ 35,006**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Pupil Premium Coordinator: -Whole school intervention and targeted support for disadvantaged pupils.	Appointment of a designated member of staff to enable the implementation, monitoring and impact of key interventions for students will enable school https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1-5
Student Intervention Manager: - Support disadvantaged students who are struggling with their well-being -To improve the well-being of disadvantaged and SEMH vulnerable students, ensuring their well-being, resource needs and parental liaison -Where necessary liaise with external agencies Engagement with Parents	EIF's report on adolescent mental health found good evidence that mental health interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions Guidance for teachers using Pupil Premium Funds: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3 and 4
Independent Careers advice/Work experience: - Independent external careers advice -University widening participation opportunities Increased opportunities and information about careers/ apprenticeships and further education	Evidence-base underpinning careers education and its impact on pupils' skills and outcomes https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	5
Coaching: -Improve quality of teaching and learning by providing training and	Motivating teachers with incentivised pay and coaching https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/motivating-teachers-with-incentivised-pay-and-coaching	1 and 3

<p>guidance to staff on how to better support disadvantaged</p> <p>-Coaching group to help mentor staff and improve specific parts of teaching and learning</p> <p>-Help develop NQT teachers and trainee teachers' skills in supporting the most vulnerable</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 53,824**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring:</p> <p>-Disadvantaged pupils where necessary to be targeted for extra literacy and numeracy interventions</p> <p>-Protection of staff time during directed time to deliver tutoring</p> <p>- English and Maths to lead sessions to target disadvantaged pupils who are falling below the expected levels of progress</p> <p>-English and Mathematics specialists to be timetabled to teach the SEND additional classes and any students withdrawn from the second language</p> <p>-Maths Mastery training and resources</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1 and 3</p>
<p>1 to 1 support for core subjects:</p> <p>-Improve literacy and numeracy of disadvantaged pupils who have been identified by teachers and through analysis of internal data</p> <p>-Volunteer Support from the community /External tutors</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education_evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>

<p>-Additional staffing for academic support programme</p>		
<p>Reading Pro - A bespoke reading programme is in place to support students.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	<p>1</p>

<p>Library lesson in Year 7 and Year 8 for English once per cycle used to intervene effectively</p> <p>-Tutor time reading programmes</p> <p>-Reading mentors during tutor time</p> <p>-Literacy & Oracy Intervention Strategy</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p> <p>Thinking Reading Programme, Hearts for Learning Fluency programme</p>	
<p>Book purchase – Reading for pleasure:</p> <p>-New books purchased specifically targeted at young readers that are in line with current trends</p> <p>-Engaging pupils who are struggling to engage with reading for pleasure</p> <p>-Library assistants and staff to assist students reading when present in the library</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Metacognition and Self-regulated Learning</p> <p>Seven recommendations for teaching self-regulated learning & metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1</p>

<p>Tutor time reading project:</p> <ul style="list-style-type: none"> -Peer reading buddies in the library Engage pupils who have low levels of literacy and have been identified as having a difficulty with reading -Modelling of good reading habits by role model from Year 10 	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 and 5</p>
<p>Study club – Staffed library area, available to all students with the use of electronics to complete homework and access to reading books, subject specific books and resources before, during and after school</p> <ul style="list-style-type: none"> -Disadvantaged students to be encouraged to use the extra resources that are available -Improve pupils' literacy and numeracy skills through targeted support 	<p>Use of computers and printing facilities for learners:</p> <p>Digital technology to improve learning:</p> <p>https://educationendowmentfoundation.org.uk/news/new-eeef-guidance-report-published-using-digital-technology-to-improve-learning</p> <p>Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for</p>	<p>1 and 5</p>
<ul style="list-style-type: none"> -Increase disadvantaged pupils' aspirations through learning mentors -Additional staffing cost for study club manager and additional staff at lunchtime and afterschool -Tracking of attendance to study club for disadvantaged students -Staff training to support numeracy Learning Mentor training 	<p>exams. When implementing homework, the evidence suggests a wide variation in impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Literacy & Oracy Intervention Strategy:</p> <ul style="list-style-type: none"> -Engage pupils who have low levels of literacy and develop -Reading Intervention key foci 	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>

<p>-Develop opportunities for literacy across the curriculum targeting the most vulnerable and disadvantaged pupils</p> <p>-Whole school training on improving reading and oral skills</p> <p>-Tutor time protection for reading intervention and reading for pleasure time</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>STEAM Enrichment:</p> <p>-STEAM programme to develop research and lab access & access to university library for disadvantaged students</p> <p>-STEM leaders' programme</p>	<p>Aspire to STEM - STEM Learning</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/aspire-to-stem</p>	<p>2 and 5</p>

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

Budgeted cost: **£ 32,209**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of counselling intervention for specific pupils who require support with regulating their behaviour and emotions (Headroom).</p>	<p>EIF's report on adolescent mental health found good evidence that mental health interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-asystematic-review-on-the-effectiveness-of-school-basedinterventions</p>	<p>3</p>

<p>Attendance and punctuality strategy:</p> <p>-Attendance and punctuality of disadvantaged pupils to be tracked and intervention to put in place to ensure 95% attendance and good punctuality</p> <p>-Attendance of all disadvantaged pupils to be tracked by the PAUL report Signing in before am registration to ensure disadvantaged pupils are in school on time</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Strategies implemented by EFF – Attendance Interventions for School ages pupils: https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment</p>	4
<p>SEMH and other vulnerabilities including LBGTQ+ Support – Stonewall</p> <p>-Improve all students’ mental health and well-being including disadvantaged students</p> <p>-Peer mentoring programme</p> <p>- Assemblies regarding helping hands and bullying</p> <p>-Training of a new Helping Hands group</p> <p>-Mental Health Champions’ Training</p>	<p>Tailor targeted approaches to meet the needs of individuals in your school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>The Evidence Quarter</p> <p>Powering evidence-based change together https://www.whatworksnetwork.org.uk/members/eef-lgbtq/</p>	3, 4 and 5

<p>Visits and exchanges programme:</p> <p>Increase participation levels of all disadvantaged students in the visits programme -</p>	<p>New partnership to test the impact of different cultural learning strategies in English schools</p> <p>EEF launches cultural learning fund with the RSA</p> <p>https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie</p>	2, 4 and 5
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<p>Mandarin Excellence Programme/Wider International Enrichment:</p> <p>-Fully funded enrichment programme including educational visits, enrichment week, university immersion course and visit to Beijing</p>	<p>New partnership to test the impact of different cultural learning strategies in English schools</p> <p>EEF launches cultural learning fund with the RSA https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie</p> <p>The Mandarin Excellence Programme is achieving its ambition to create a cohort of more than 5,000 pupils in England on the path to fluency in Mandarin, an evaluation of the Department for Education-funded programme, which is delivered by the UCL Institute of Education in partnership with the British Council https://www.britishcouncil.org/about/press/mandarin-excellence-programme-successfully-putting-pupils-%E2%80%98-path-fluency%E2%80%99-report-finds</p>	<p>2, 3 and 5</p>
<p>Enrichment and widening participation:</p> <p>-Enrichment activities to be planned and delivered to all pupils</p> <p>-Brilliant Club Participation</p>	<p>Life skills and enrichment- Improving the teaching and learning of life skills and enrichment https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>2, 3 and 5</p>
<p>Increased participation in The Arts and other extra-curricular activities:</p> <p>-Disadvantaged pupils to be offered music and LAMDA (Drama) lessons, instruments and LAMDA exams, in partnership with Essex Music Hub and London Academy of Music and Dramatic Arts</p> <p>-Improve disadvantaged pupils' access to extra-curricular activities around the school</p>	<p>Arts participation- Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 3 and 5</p>
<p>Free School Meal Allocation (FSM) for students:</p>	<p>The EEF guide to becoming an evidence-informed school governor and trustee https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Guide_for_School_Governors_and_Trustees_2019_-_print_version.pdf</p>	<p>4</p>

<p>-All disadvantaged pupils to be allocated a free lunch via their biometric identification</p> <p>-Improve the well-being of pupil premium students by ensure they have access to a healthy meal every school day</p>	<p>National School Breakfast Programme Family Action and Magic Breakfast</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	
<p>Locker Hire:</p> <p>-All Year Lower School disadvantaged students to have free access to lockers</p> <p>-A safe space to keep belongings at school and to alleviate the worry of taking moving of resources</p>	<p>Using your pupil premium funding effectively</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	4
<p>Revision Guides & support material:</p> <p>-Disadvantaged students to be identified with equipment and revision guides</p> <p>-Disadvantage students have access to additional resources for practical subjects</p>	<p>THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p>	1, 3 and 5

Total budgeted cost: £ 118, 951 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 2021 to 2022 academic year.

The Covid-19 pandemic was most detrimental to our disadvantaged students and therefore they have been placed at the core of what we do. Targeted academic support strategies are appropriate and have been well attended. Disadvantage students performed well in GCSE English and whole staff training in 2022 in order to ensure that low levels of literacy are not a barrier to success. The attainment gap remains large overall and most notably in Maths therefore the focus remains on this.

The impact on wellbeing and mental health are still evident and the well-being support has continued to be prioritised. Mental health support is available for all students, and funded where necessary for our disadvantaged students.

Much of the Recovery Premium Funding has been spent on School Lead Tutoring in Maths. Two external tutors have been employed and each Disadvantaged child is getting 15 hours of Maths tuition in groups of no more than 3. The students have been regularly assessed during this period. From a long-term point of view Maths in years 7, 8 and 9 is taught in a very different manner – Maths Mastery – improved results from this are expected when the current year 9 pupils sit their GCSEs.

The pilot Reading Fluency programme run by VEB for six year 7 pupils (3 of whom are PPG) this year was very impactful – this will be continued next year.

A focus for CPD at AES for 2022/23 is Quality of Teaching – research shows that this has the biggest impact on outcomes for PPG pupils (over targeted interventions and other strategies)

We discussed the Return to School after Absence Feedback Form to be completed by FT after an absence of more than two days. Absence rates are higher amongst PPG students. Also, the new Behaviour Policy (including staff training) which focuses on a consistency of approach.

All students have the opportunity to join a Student Voice committee, each of which looks at a key area of school life. The discussions have been far reaching, but have included tackling the transition back to school post Covid 19. Mental health support is available for all students, and funded where necessary for our disadvantaged students.

All areas of our curriculum provide a platform for students to flourish. Most notably, our disadvantaged students excel within English and Languages. Literacy and reading are a priority for us as a school, and this will be a focus for whole staff training in 2022/23 in order to ensure that low levels of literacy are not a barrier to success.

We offer a broad and balanced curriculum for all subjects, including participation in a wide range of extracurricular activities. This is a focus for our Leadership Team, with the introduction of inter-form competition, in relation to the joining and sustaining attendance of clubs that link to all areas of the curriculum. These clubs include Arabic Club, Study Club, LAMDA, all sports and STEM club.

Ebacc entry is not only sustained, but we have also had an increase in the students taking these subjects. GCSE Course counselling is offered to all Year 9 and Year 11 students, with senior staff and other key staff supporting students within their choices in the form of mentoring. There are also been a focus in form time to support students within their choices. Parents are invited to attend a meeting with their child to fully engage with their curriculum choices. There is also additional careers guidance for all disadvantaged students from an independent career's advisor.

Essex Disadvantage Champion Programme is at the heart of what we do and we use our learning here to plan, implement and monitor our work with our disadvantaged pupils. This programme will continue to be a key resource for our three-year plan when focusing on culture, values, expectations and relationships.

Externally provided programmes:

Programme	Provider
<p>National Tutoring Programme: -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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>

<p>Essex Disadvantage Champion Programme:</p> <ul style="list-style-type: none"> - This strategy will help schools to plan, implement and evaluate an effective approach for addressing disadvantage – from system leadership to the classroom - The strategy also provides guidance on self-evaluation and self-review. 	<p>Addressing Educational Disadvantage - A Strategy for Schools and Colleges https://schools.essex.gov.uk/pupils/pupil-premium/Pages/default.aspx</p> <p>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way</p>
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Service pupil premium funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Currently we have no service pupil premium allocation
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Staff continue to attend regular CPD/ training on how best to meet the needs of our disadvantaged students through the Secondary Disadvantaged Network within Essex, and resources provided by the EEF continue to inform the development of our strategy and our practice. Our pupil premium coordinator meets with our assistant headteacher (inclusion) each cycle and has termly meetings with our designated governor who also makes sure she is well-informed and up to date with good practice. We look at data on attainment, behaviour, attendance and carry out book scrutinies, equipment checks and learning walks; most recently in Citizenship, Maths and English.

Our pupil premium lead had individual meetings with disadvantaged year 10 students to help them secure meaningful and relevant work experience placements. 90% secured placements and this meeting also facilitated one-to-one conversations about post-16 plans and the different pathways available at AES. Similarly, individual meetings with year 9 students allowed each PPG student to discuss their option choices for GCSE. The Pupil Premium lead was involved in the year 7 transition process and visited the main feeder schools and students were provided with their own copies of recommended summer texts. PPG attendance at study club continues to be monitored and a new system of parental drop-ins has been introduced offering every parent or carer of a disadvantaged student the opportunity to meet with the PPG lead.

Some key areas for improvement are the development of a whole school approach, these include, stakeholder and student relationships, metacognition, social and emotional health and well-being (and how this can impact education) and literacy (including articulation and oracy).

After this review we looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socioeconomic

disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils, whilst upholding the international ethos of the school.