



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Southend High School for Girls	
Number of pupils in school	1242 of which 878 in Years 7-11
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year that our current pupil premium strategy plan covers	2023/24
Date this statement was published	01/12/2023
Date on which it will be reviewed	30/09/2024
Statement authorised by	J Carey - Headteacher
Pupil premium lead	J Carey - Headteacher
Governor / Trustee lead	Denise Tapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79695
Recovery premium funding allocation this academic year	£21528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101223

Part A: Pupil premium strategy plan

Statement of intent

- To reduce the attainment gap between our disadvantaged pupils and their peers.
- To further develop the IT infrastructure within school by expanding on the equipment available to students whilst in school together with a vast range of teaching and learning packages to enhance students' learning.
- To raise the attainment of all pupils to close the gap created by Covid 19 school closures.
- Ensuring access to an ambitious and broad curriculum in all subjects for pupil premium students.
- Targeted planning for pupil premium students and those pupils with special educational needs or disabilities (SEND). Provide easily accessible and useful information to support these pupils effectively.
- Supporting students' wider social, emotional, and behavioural needs.
- Monitor and review the pupil premium fund impact.
- Ensure that Pupil Premium and SEND students' uptake of cultural capital opportunities is as strong as for other students
- Monitor the wellbeing of Pupil Premium and pupils with SEND in terms of wellbeing and attendance (impact from 2020 – 2021 pandemic)

Barriers to learning

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

Challenge number	Detail of challenge
1	Lack of access to resources and ICT
2	No quiet place to study at home
3	Gaps in learning because of the pandemic and remote learning

4	A range of social, emotional and wellbeing issues
5	SEND pupils – early identification essential and care plan needed
6	Low levels of parental support and guidance. Students tend to have fewer enrichment opportunities to broaden their general knowledge and life experience
7	Lack of aspiration to attend Russell Group universities and competitive apprenticeship programmes

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
Bridging the progress gap of the disadvantaged pupils and raising their attainment grades. Pupils who have fallen behind will be swiftly identified and a support plan will be actioned to ensure that academic progress is achieved.	No discernible gap between the pupil premium students and the non-pupil premium students' outstanding progress measures.
Increased enrichment opportunities such as being able to take part in field trips, extracurricular trips, student voice, music lessons and ensembles, drama lessons and performances, local and national competitions such as maths challenges and the Jack Petchey Speak Out Challenge. In addition, pupil premium students will benefit from a myriad of clubs and extracurricular activities within the school community.	All pupil premium students to be closely tracked via the Provision Map ensuring active participation in enrichment activities both in and out of school. Staff to hold regular meetings with these students to monitor and track their progress.
Boosting the confidence and self-esteem of all the pupil premium students.	These opportunities will provide our students with a range of social and wellbeing opportunities, boosting their self-esteem and their confidence.

<p>Bridging any gaps in the attendance of the pupil premium students.</p>	<p>No discernible gap between pupil premium and non-pupil premium students in all year groups.</p>
<p>Bridging any gaps in punctuality between the pupil premium and the non-pupil premium students.</p>	<p>No discernible gap between pupil premium and non-pupil premium students in all year groups.</p>
<p>SEND pupils – student specific plans to be put in place to assist these pupils with their social, emotional and wellbeing issues and to ensure that they reach their full academic potential.</p>	<p>Students' progress in all areas will be closely monitored via Provision Map by drawing up detailed Learning Plans with reports to monitor successful outcomes for all students.</p>

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

Budgeted cost: **£266518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Officers for all year groups 7-11</p>	<p>All year groups are provided with a Pastoral Support Officer. 1-1 support is provided throughout the year to monitor progress and ensure student wellbeing. Identification of issues, intervention strategies and liaison with subject teachers. Home visits as required.</p> <p>Pupil Premium students are closely monitored to ensure that their academic as well as pastoral needs are met.</p> <p>The ongoing monitoring and interventions with PP students have ensured that they remain on target, keeping pace with non-PP students and achieving excellence as well as ensuring that general wellbeing and welfare issues are addressed.</p>	<p>3,4,6,7</p>
<p>Heads of Year</p>	<p>Providing individual student focused pastoral support as well as excellent behaviour and attendance strategies.</p>	<p>3,4,5,6,7</p>
<p>Designated Safeguarding Leads</p>	<p>To ensure the safety of our school community. Direct focus on individual students' circumstances, including home visits and safeguarding strategies to ensure a consistent approach to student safety.</p>	<p>4,5,6</p>

Provision Map Software	Software purchased to closely track and monitor targeted provisions for each student.	2,3,4,5,6,7
SENDco	Ensuring the best SEND provision is in place for all students including pupil premium students. Ensuring best academic achievement for all qualifying students including pupil premium students.	3,4,5,6,7

Targeted academic support

Budgeted cost: **£30300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Publications/Books Including Subscriptions to MFL Language Magazines, revision cards, books and online materials and resources across the curriculum, books by visiting authors.	To develop independent learning and academic progress beyond the classroom.	1,3,6,7
Connexions Careers Service	Transforming life opportunities regardless of circumstances or financial background. Helping pupil premium students to make considered career choices.	1,2,3,4,5,6,7
Curriculum based materials and resources to include design and technology materials, food technology ingredients, art materials such as sketch books, paints, and coloured pencils as well as necessary maths equipment and participation in LAMDA examinations.	Improved performance seen in the PP students in the creative and performing arts departments with some excellent predicted grades. Improved focus and confidence.	1,2,3,6,7

'Show My Homework'	Students will benefit from clear, concise homework tasks. Homework can be set remotely, and work will be monitored by teachers, students, and parents/carers who can support the students in managing their homework workload.	1,2,3,6,7
Computer Club	Supervised lunchtime access to IT and printer facilities with teacher support.	1,2,3,6
Homework club staffed till 4.30pm	Provision of a quiet learning environment after school to enable students to complete homework with access to study materials including books and several computers/laptops giving access to online learning methods as well as providing access to printers.	1,2,3,6

Wider strategies

Budgeted cost: **£92709**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform, PE Kit, and School Equipment	To allow students equal access to the clothing and equipment necessary for school life, to allow full participation in all school activities and to improve confidence.	4,6
Music Tuition/Peripatetic lessons	Provision of 1-1 peripatetic music lessons in a chosen subject with the aim of providing equal opportunities for musical attainment. PP students have performed excellently in music, boosting both confidence and academic performance. Many opportunities are provided to perform at musical events in a solo, ensemble or orchestral capacity.	1,4,6
Provision of additional IT Equipment within School	Ongoing commitment to improving the IT Infrastructure within all learning departments.	1,2,3,6

<p>Trips including curriculum-based field trips as well as theatre visits, language exchange trips and participation in the Duke of Edinburgh Award Scheme.</p>	<p>Support provided to ensure PP students can attend all curriculum-based trips with some funding available towards non-curriculum trips. Equal learning opportunities as well as wider life experiences and character-building trips for PP students, further enhancing the curriculum and increasing students' confidence.</p>	<p>4,6</p>
<p>Competitions and Events including the Jack Petchey Speak Out Challenge, Medicine in Action Conferences, Mathematics competitions and events, participation in the Arts Award Project as well as sporting events.</p>	<p>These events enhance teamwork skills and boost the confidence of the students who take part.</p>	<p>1,3,4,6</p>
<p>Counselling and Support</p>	<p>The school provides access to a counsellor within school hours, to improve emotional wellbeing and to support students with a range of specific emotional needs. As well as using external counsellors, the school now employs a full-time school counsellor and other trusted members of staff are trained in mental health first aid to provide ongoing support. Students can discuss openly issues which affect their mental, emotional, and physical health. Pupils can develop independent coping strategies. This improves student wellbeing and in turn raises attendance as well as academic performance.</p>	<p>4,5,6,7</p>
<p>Provision of a Wellbeing Suite</p>	<p>The Wellbeing Suite serves as a vital resource for our students on the SEND register and the Monitored SEND list. It offers a versatile space where the students can engage in independent work, scheduled check-ins with their Key Worker, have</p>	<p>1,3,4,5</p>

	<p>decompression time and receive support from the SEN Support Assistants when feeling overwhelmed in collaboration with the Head of Year/Pastoral team. This dedicated environment becomes a haven for these students and allow them time to process their emotions and thoughts. The Wellbeing Suite plays a crucial role in fostering a supportive and inclusive learning environment tailored to the unique needs of our students. The students feel safe and freely use the room's resources such as fidget toys, mindfulness painting and colouring. The Wellbeing Suite ensures a targeted and responsive approach to address the diverse challenges students may face, improving their attendance, promoting their overall wellbeing and academic success.</p>	
Extra-curricular Activities	<p>Students to have access to a range of clubs and activities within school. Excellent enrichment opportunities available to all students and participation monitored using Provision Map to ensure that disadvantaged students are accessing a range of activities.</p>	1,3,4,6
Meals provided to Students	<p>To ensure Free School meal pupils are at no disadvantage compared to other pupils.</p>	4

Total budgeted cost: £ 389527

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 2022 to 2023 academic year.

Full details of our Pupil Premium spending for the 2022/23 school year can be found in our Pupil Premium Impact Report and Spending Summary for 2022/23.

During 2022/23 there were 98 disadvantaged students on roll, 78 of which were in Years 7-11 and 11 of which were in Year 11. Pupil Premium students made up 6.18% of the Year 11 cohort.

The attendance of Free School Meals/disadvantaged students in all year groups was 93.25% compared to 93.9% for the remainder of the cohort.

In 2022/23, the Year 11 students attended InnerDrive Mental Skills Workshops which focused on developing effective study habits, revision skills and providing strategies to manage examination stress.

Several structured interventions were put in place for students including targeted academic support in all subjects as required, peer-on-peer mentoring and small group revision tuition taught in house by staff during lunchtimes and after school.

In 2022-2023, 94% of our PP students achieved Grades 9- 5 in at least 5 Subjects including English and Maths at GCSE.

Our Progress 8 score for PP qualifying students was -0.03 (whole cohort 0.50) and our Attainment 8 average for PP students was 6.57 (whole cohort 7.335).

The table below shows the average grades achieved by each of the Year 11 PP students. The majority of the negative P8 comes from 2 students. One averaged a 4, the other a 5. Both had significant contributing difficulties. The lowest performing student achieved 6 grade 5s and has been successful at securing a place at a Sixth Form College.

PP Student	Total Points	Average Points	Average Grade
1	39	4.33	4
2	49	5.44	5
3	58	6.44	6
4	58	5.8	6
5	57	5.7	6
6	56	6.22	6
7	71	7.1	7
8	66	6.6	7
9	82	8.2	8
10	83	7.55	8
11	85	7.73	8

We continue to have three Pastoral Support Officers, dedicated to nurturing all year groups from 7-11. These key members of staff support with home visits and wellbeing issues, improving the attendance and punctuality of students and minimising the disruption to critical teaching time by supporting our disadvantaged students as well as our non-disadvantaged students.

In September 2022, the school appointed a full time School Counsellor to support students with a range of mental health and psychological issues. Students will have access to the counsellor during meetings held in a designated well-being room as well as access to other trusted members of staff who are trained in mental health first aid. This further supports our continued initiative to improve the mental health of our students and to support them with any ongoing wellbeing issues.

A Wellbeing Suite has been created and this serves as a vital resource for our students on the SEND register and the Monitored SEND list. It offers a versatile space where the students can engage in independent work, scheduled check-ins with their Key Worker, have decompression time and receive support from the SEN Support Assistants when feeling overwhelmed in collaboration with the Head of Year/Pastoral team. This dedicated environment becomes a haven for these students and allow them time to process their emotions and thoughts. The Wellbeing Suite plays a crucial role in fostering a supportive and inclusive learning environment tailored to the unique needs of our students. The

students feel safe and freely use the room's resources such as fidget toys, mindfulness painting and colouring. The Wellbeing Suite ensures a targeted and responsive approach to address the diverse challenges students may face, improving their attendance, promoting their overall wellbeing and academic success.

So that we can better identify and monitor our disadvantaged and SEND students, we have continued to invest in the Edu-Key Provision Map software. This excellent resource enables us to identify disadvantaged students and to show the interventions put in place to assist those students as well as tracking and monitoring their progress to measure how effective those interventions have been at the end of each term. SEND pupils have termly provision maps as part of their assess, plan, do and review cycle at SHSG.

In April 2023, we analysed the personal development engagement of all our students. The opportunities in school include joining an extracurricular club, going on a school trip, holding a student leadership position, oracy (public speaking in front of an audience) and service (organising a charity event). The results were as follows:

By student group

Student Group	Total surveyed	One or more opportunities (%)	Two or more opportunities (%)
All	1080	85	62
PP	82	83	63
SEND	20	80	60

By Year group

Student Group	Total surveyed	One or more opportunities (%)	Two or more opportunities (%)
7	129	98	75
8	172	87	60
9	163	99	90
10	168	65	35
11	164	66	39
12	167	98	85
13	116	82	51

Break down by type

Student Group	Total surveyed	Joined a club (%)	Attended a trip (%)	School leadership (%)	Public Speaking (%)	Service (%)
All	1080	54	34	43	35	41
PP	82	52	40	39	37	48
SEND	20	60	45	45	40	30
7	129	91	0	37	50	57
8	172	63	5	38	46	49
9	163	70	98	37	46	63
10	168	47	5	26	14	32
11	164	43	11	30	22	28
12	167	38	89	71	41	34
13	116	22	24	66	32	27

Going forward, our aim remains to eradicate any disparity between the disadvantaged and non-disadvantaged students, to continue to provide those disadvantaged students with access to the finest learning resources as well as a host of enrichment activities to enhance their cultural capital.

Further information

Please also refer to our website for further information about how we have used government funding to further support our disadvantaged students to achieve their full potential.