

The Philip Morant School & College Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery 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
The Philip Morant School & College	
Number of pupils in school (Autumn census)	1721
Proportion (%) of pupil premium eligible pupils	26% (7-11) 24% (7-13)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2022
Date on which it was reviewed	September 2023
Date on which it will next be reviewed	September 2024
Authorised by	Stephanie Neill Headteacher
Pupil premium lead	Laura Witney, Assistant Headteacher
Governor / Trustee lead	Jan Atkinson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£364,854
Recovery premium funding allocation this academic year	£98,966
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£463,820

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background, or the challenges they face, make good progress and that 'no child is left behind'. Our vision statement is clear - we want our young people to 'feel they belong' and are the 'best that they can be.' This involves all pupils feeling like they belong in the many different contexts of our school, whether that be in the classroom, in their tutor group, year team, social times and the various other aspects of school life. We also strongly believe that our staff and parents should feel that they belong at Philip Morant and will listen to their needs to develop all aspects of our school. This also includes belonging to our City and taking our place in the local community in more ways than just having a school building in Colchester.

The focus of our pupil premium strategy is to ensure that disadvantaged students: have the same full access to a broad and balanced curriculum; make good progress and have high attainment; access the EBacc are supported to experience and develop a wider cultural capital and develop their schema, and have high ambitions and are ready for the next stage in education, work and/or training.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 fundamental to our whole school approach. We have clear principles for the way in which we approach our Curriculum, Assessment, Teaching & Learning and Reading, which are based on evidence-based practice. 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.

These include:

- A challenging and engaging curriculum;
- High quality teaching, including clear instruction, modelling & scaffolding, supporting metacognition, reading comprehension, diagnostic assessment and flexible grouping;
- Targeted interventions that help students to know more and remember more;
- Supporting reading, including exposure to challenging texts;
- High quality CEIAG advice and guidance.

Alongside this we utilise small group interventions, both within school and using the National Tutoring Programme to enhance our offer. These targeted interventions will be driven by the diagnostic assessment at a variety of levels, whilst developing the skills of the students to drive their learning forward.

At the root of all of this we have our pastoral support and enrichment opportunities which ensure that students are not disadvantaged by circumstances which are beyond their control. We will use a wide range of assessment information to ensure we are meeting the individual needs of our disadvantaged students, whilst not making any assumptions about how disadvantaged students are affected.

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

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
- 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal assessment and external outcomes show that the attainment of disadvantaged pupils in English is generally lower than that of their peers. This is particularly the case for low prior attainers. Teacher diagnostic assessments suggest that many pupils particularly struggle with developing and maintaining a comprehensive understanding of plot, character, and theme alongside constructing exam-style responses and extended writing pieces.</p> <p>In 2022, 42% students who received the PPG achieved a grade 5 or above in English compared to 66% non PPG. Our current data shows that this gap remains steady. This gap is reflected in progress.</p>

2	<p>Reading assessments, book scrutiny, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. As reading is a 'master skill' this impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 30 - 33 % of our disadvantaged pupils arrive below age-related expectations compared to 13 - 20% of their peers. This gap remains steady during pupils' time at our school.</p>
3	<p>Internal assessment and external outcomes suggest that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in disadvantaged students, not achieving age-related expectations, especially in maths.</p> <p>In 2022, students who received the PPG achieved an Attainment 8 of 37 compared to 50 of non PPG students.</p> <p>In 2022, 32 % students who received the PPG achieved a grade 5 in Mathematics compared to 59% non PPG. This gap is reflected for progress.</p>
4	<p>Our internal and external data shows that lower attaining disadvantaged pupils lack self-regulation strategies and/ or the skills necessary to modify their behaviour and make better choices. A small number of students have received more than one fixed term suspension.</p> <p>In 2022:</p> <ul style="list-style-type: none"> ● students who receive the PPG accrued 194 days of FXT from 161 suspensions. This was 58% of the days issued. ● 20% of our students who received the PPG were suspended. ● 40% of our students who received the PPG had at least one day in the Internal Exclusions Area.
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <ul style="list-style-type: none"> ● 46 students received additional support for their mental health needs. ● two-thirds of the children who accrued more than 10 causes for concern received the PPG. Three-quarters of these students were also supported by social care at some point during the year.
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5% lower than for</p>

	<p>non-disadvantaged pupils. Post pandemic this gap has increased to 6%.</p> <p>External data shows that those students in the following brackets: 80.1 - 90%, 50.1 - 80% and below 50% achieved significantly below national average.</p> <p>22 % of disadvantaged pupils have been 'persistently absent' compared to 10% of their peers during that period. Post-pandemic this has increased to 46% compared to 22%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
--	--

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in English.	<p>By the end of our current plan in 2024/25, 50 % or more of disadvantaged pupils achieve a 4+ and 5 + in English.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 5 in English
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests (GL Reading Assessment) used as a trigger to indicate that reading interventions need to take place. However, student attainment and progress (particularly in English) will also be considered so that students who have good fluency as readers are identified for comprehension support.</p> <p>Teachers should recognise this improvement through engagement in lessons and book scrutiny using the Philip Morant Frameworks. This will also lead to fewer disadvantaged students being WT in English at KS3 than when they entered the school.</p>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths.	<p>By the end of our current plan in 2024/25, 40% or more of disadvantaged pupils achieve a 4+ and 5 + in Maths.</p> <p>By the end of our current 2024/25 Attainment 8 to be 46 and progress 8 >0.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 4 in Maths
Improved self-regulatory skills	Teacher reports, class observations, internal behaviour, attendance data, suggest disadvantaged pupils are more

<p>among disadvantaged pupils leading to improved behaviour and attendance.</p>	<p>able to monitor and regulate their own behaviour and engage in lessons</p> <ul style="list-style-type: none"> ● Repeat suspensions are in line with the national dataset. ● Number of suspensions is in line with the national dataset. ● Positive trends for students with ASD.
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● increased attendance.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● a return to pre-pandemic levels. ● the overall absence figure returns to the pre-pandemic level of 95%. The attendance for PPG returns to at least the pre-pandemic level of 92% ● the persistent absence rate of PPG students to drop by 25%.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There will be a whole-school focus on the following four areas:</p> <ol style="list-style-type: none"> 1. Increase student accountability in lessons by ensuring that there is no opportunity to 'opt out' of learning, particularly through questioning. 2. Retrieval Practice activities that link to previous learning over time. 3. Develop adaptive teaching techniques strategies more widely. 4. Modelling: "I do, we do, you do" to develop metacognitive abilities of students through articulating thinking. 	<p>EE's Teaching and Learning Toolkit & Evidence Based Education 'Great Teaching Toolkit.</p>	<p>1,2 and 3</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests (E.g. GL Reading Assessments, GL Pass Secondary) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised Tests EEF</p>	<p>1, 2</p>
<p>Developing self-regulation skills in all pupils. This will involve ongoing teacher training, training of the SEN team on drawing therapy,</p>	<p>Teaching self regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it</p>	<p>5</p>

<p>forest school and THRIVE. Staff training on supporting autistic children and supporting good mental health.</p>	<p>can have a positive impact on attainment.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3, EEF guidance and support from the Trust's Strategic Lead.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources, work with our Strategic Lead and CPD offers. We will embed Sparx Maths to support Retrieval Practice.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching Maths at KS3</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Maths EEF</p>	<p>3</p>
<p>Improving reading in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on our 9 Principles of Reading.</p> <p>Our Reading Lead will work with our Trust Strategic Lead and external Consultant to develop our policy and practice.</p> <p>We will focus on opportunities for students to read often, and read challenging texts. Complementary texts for each subject will be identified and will increase student wider reading. A rewards system will be in place to promote engagement.</p> <p>Sparx reader will be used to encourage more frequent reading</p>	<p>It is key for students to be able to read fluently and have good comprehension skills in order to learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>2</p>

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt a targeted 'Learning to Read' programme for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>We will also employ tutors to provide additional 1:1 and small groups.</p> <p>Introduce etymology exploration of prefixes, root words, and suffixes to develop vocabulary across the school.</p> <p>Intervention through Lexonik Advance is provided for students needing additional support.</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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme and hiring school-led tutors and academic mentor. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are SEND support.</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: and in small groups:</p> <p>One to ONE EEF Small Group Tuition EEF</p>	1, 2 & 3
<p>Developing self-regulation skills in identified pupils who need additional support.</p> <p>This will include Forest School provision, Football coaching, our Sensory Room, Emotional regulation interventions,</p>	<p>Teaching self regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment.</p>	4 & 5

and support and release time.		
<p>To achieve and sustain improved wellbeing and engagement for all pupils, including those who are disadvantaged.</p> <p>This will include involvement with The Brilliant Club and Duke of Edinburgh (adding programmes from year 7 to year 13), Skateboarding and or scooter coaches, and other targeted areas of interest. Close monitoring of participation in extra curricular activities.</p> <p>Focused intervention for those who have repeated suspension through solution focussed mentoring.</p> <p>Whole school trips day in the summer term</p>	<p>The DfE have published a range of material that makes the link between pupil health and wellbeing and attainment.</p> <p>See: PHE publications gateway number: 2014491</p>	4 & 5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK advice</p> <p>Staff will get training and release time to develop and implement new procedures. Aquinas</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6

(external consultants) have been appointed to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£2,000

Total budgeted cost: £463,820

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Philip Morant School was judged “good” by Ofsted in September 2023. Here are some key elements from that report:

Even though this is a large school, there is a warm ‘family feel’ to it. Pupils are happy here and feel well looked after.

Pupils’ mental health and physical well-being are prioritised.

Pupils have a good understanding of key knowledge because teachers have thought carefully about what they need to know and do. Teachers explain concepts well. They give pupils the opportunity to practise and consolidate their learning. Teachers spot readily misconceptions and address them quickly to move pupils on in their learning. There are strong systems for improving pupils’ reading ability. Staff identify early pupils’ specific needs and make sure they follow the right programme to help them improve. This includes learning phonics. As a result, pupils gain confidence reading fluently and at speed. Pupils read widely on a regular basis. The explicit teaching of vocabulary and cultural references means that pupils can access more complex texts.

School is a calm and orderly place. Pupils respect staff.

Headline data:

Ebacc entries up from 9.3% in summer 2022 results to 37.6% for GCSEs from September 2023.

5+ English/Maths up 7% to 30% for disadvantaged students from Summer 2022 to Summer 2023. (Target 40% by end of 2024/25)

Progress 8 up from -0.96 to -0.78 from Summer 2022 to Summer 2023.

Grade 5+ in English up from 41.9% in 2022 to 46.6% in 2023.

Grade 5+ in Maths up from 31.4% in 2022 to 37.0% in 2023.

FSM6 Attendance improved from 5.4% below national to 2.1% above national (up 7.5%) whilst Not FSM6 attendance went up by 1.7%.

A 4.5 times higher improvement for FSM6 than for not FSM6.

Our attendance improvement strategies improved outcomes for disadvantaged students more than not disadvantaged students.

Suspensions days reduced by 48% and this has improved outcomes for disadvantaged students more than not disadvantaged students.

PPG suspensions also reduced by 48%

Number of students suspended reduced by 42% for PPG compared to 37% for not PPG

% of cohort PPG suspended reduced from 20% to 9.6%.

% of repeat suspensions for PPG reduced from 7% of cohort to 5.2% of cohort.

42% of students (over 650) attend clubs and this percentage is reflected across our SEN and FSM cohort.

Externally provided programmes

Programme	Provider
The Brilliant Club	The Brilliant Club
Study Skills sessions and parent information seminars.	Elevate

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have a designated member of staff to ensure the smooth transition for service pupils which includes making sure we have accurate academic data from their previous school. This ensures that students are in the appropriate classes for their ability. This also works the other way when students leave us due to deployment to ensure that they can settle into their new school.</p> <p>We have also engaged with charities such as MakeHappen to deliver after school sessions on university life and how to apply and raise ambitions when you are a service child.</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none">● Service children achieved an average Attainment 8 score of 4.3, compared to 4.2 in the previous year with children who do not receive the service grant achieving an Attainment score of 4.6.● Service children achieved 31% grade 5 or above in English and Maths which increased from 27% in the previous year.● The progress 8 score of Service children has increased from -0.4 to -0.2 in line with students not in receipt of the service grant who achieved the same progress 8 score. <p>All service children attended extra revision classes run after school and during holiday sessions. This enabled students to make the same progress as other students and develop good relationships with students and staff.</p>
---	---

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 socio-economic 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.

As part of this research we have chosen to redefine what disadvantaged means to us at Philip Morant. We will no longer simply be tracking students who receive the PP grant but instead look at students who have a variety of reasons for their disadvantage. These include;

- Students who were persistently absent in the last academic year
- Students who are below chronological reading age
- Students who are part of our Senior Panels process (students who had a social worker, currently have a social worker, safeguarding concerns, significant behaviour issues, managed moves, external provision, mental health, gender change, young carer, part time timetables, adjustments to provision)
- Students who are persistently late
- Students with high behaviour scores
- SEND EHCP or Support
- “Working Towards” in English or Maths at the end of the last academic year
- Free school meals
- Students in our Low Progress, Low Effort Horsforth Quadrant
- EAL where the language acquisition is at an intervention stage
- Students who have visited our IEA once
- Students who join the school from year 9 onwards

All of this information is then collated to look at the levels of disadvantage that students may have endured. These are totalled up so a student will then have a disadvantage score such as D7 for 7 factors of disadvantage. These will be shared with staff and actions put in place for students based on their needs and disadvantage factors. There will be no “one size fits all” approach.

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.

Philip Morant School and College is part of SigmaTrust, a 12 school multi academy trust. Our collective belief is that achievement is for all and that no child should be left behind. The Trust is working with Marc Rowland to systematically address educational disadvantage through a programme of staff development and robust quality assurance. This strategic, evidence-informed approach, working with pupils, families, teachers, leaders, system leaders and wider agencies puts learners first and is rooted in best practice. Sigma Trust schools prioritise strong pastoral care as the foundation stone of their Pupil Premium strategy using research evidence to challenge assumptions and beliefs. The Sigma Trust approach recognises that the quality of implementation is important and activity should not be mistaken for impact. Our strategy centres on improving the day to day learning experiences of disadvantaged pupils, leading to better long term choice and opportunity for all.