

Pupil premium strategy statement – Anglo European School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1513 incl. 6 th form 1,191 excl. 6 th form
Proportion (%) of pupil premium eligible pupils	Years 7-11 7.6% Whole school 6.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	20.12.23
Date on which it will be reviewed	20.12.24
Statement authorised by	J Gee, Headteacher S Nichols, Assistant Headteacher
Pupil premium lead	V. Edge-Baron
Governor / Trustee lead	J Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,815.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£112,815.00

Part A: Pupil premium strategy

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.

Our intention is that all students, regardless of their background, academic starting point or home language, achieve the very best progress and outcomes they are capable of in our school. Every student should feel safe, be supported pastorally and feel that they have equal opportunity to engage with learning and participate in the rich and varied international and enrichment programmes our school affords all students.

Our intention is that all students feel they belong to and are valued by the Anglo Family, fostering a culture of inclusion, safeguarding and celebration of difference. We aim to provide all students with the confidence to move beyond the confines of their home and school community, communicate in more than two languages to equip themselves effectively to take their place in a global society, feeling ready and prepared for the next stage in their educational journey. All students have access to quality CIAG provision including work experience.

Our intention is to provide a challenging, inclusive, international curriculum which is aspirational, yet accessible for all students. We expect to close the gap between disadvantaged and non-disadvantaged students taking the EBacc curriculum, ensuring and maintaining breadth and depth.

High quality teaching is key to our strategy for improvement. We are working with staff to prioritise the learning of disadvantaged students with a particular focus on cognitive challenge for all, effective modelling and structured talk. Our CPD time has been dedicated to developing evidence-based approaches. Staff are provided with relevant information and strategies to enable them to provide appropriate support in and out of lessons.

Our approach will be responsive to common challenges and individual needs, rooted in robust identification and not assumptions about our disadvantaged pupils and their families.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in Mathematics
2	Lower levels of attendance and punctuality. Absenteeism negatively impacts disadvantaged pupils' progress, although this is improving rapidly.
3	Self-regulation in the context of high academic challenge or unstructured social situations.
4	Low levels of literacy and reading comprehension and fluency leading to limited sophisticated or disciplinary vocabulary when writing
5	Lower levels of engagement and participation in enrichment and international activities
6	Lower aspirations may lead to a lower proportion of students not progressing to the Sixth Form or aspirational destinations

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	Progress and attainment in Mathematics will increase significantly	DA students will attain a positive P8 in Mathematics with a narrowing residual between them and non-DA students.
2	Levels of absence and PA will decrease	Attendance for DA students will be 95% + PA for DA will reduce by 5%
3	To improve students' ability to self-regulate and manage their own behaviours, meeting Anglo standards to enable full participation	Reduction in number of behaviour points, detentions and suspensions for DA students.
4	To continue to develop bespoke reading interventions to ensure all students achieve their chronological reading age by the end of KS3. Extended writing will show improved levels of sophisticated, disciplinary vocabulary.	Thinking Reading outcomes will show notable improvement in students' reading ages and ability. Improved English GCSE outcomes for DA students.
5	All DA students will be engaged in at least one club or enrichment activity termly. The school will facilitate all essential curriculum visits, and at least one residential and exchange.	Every DA student can speak about their participation in enrichment activities. All DA students have participated in at least one residential and exchange.

6	All DA students will have an appropriately aspirational progression plan for post 16.	A higher proportion of students remain with us at AES Sixth Form or to providers with similarly academically challenging courses. No NEETS in KS4 and 5
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £43,576.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: Investment in training staff in metacognitive strategies, structured talk, modelling and challenge for all. Marc Rowland training with Zenith Trust National College Seminars and Webinars On-line ECC training for PPG Champions	EEF teaching and learning toolkit EEF metacognition and self-regulation learning Oracy across the curriculum: the evidence – Voice 21.	1
CPD for Mathematics Department Improve question level analysis & level of entry Mastery strategies Review of curriculum planning and sequencing Raise level of challenge in KS3		1
LSA training and development LSA mathematics specialism: Specialist Knowledge of teaching mathematics for Secondary Teaching Assistants CPD		1,2
Pupil Premium Coordinator for whole school intervention and targeted support for disadvantaged pupils Assistant Coordinator	EEF Sutton Trust	1,2,3,4,5,6
Enhance careers curriculum and CIAG and work experience Careers administration Futures Ready programme Independent careers support	EEF Gatsby standards	1,5,6

Improve formative feedback to ensure disadvantaged students receive effective oral and written feedback, respond to this and make progress as a result. CPD for all teachers on effective assessment practice	+ 6 months (EEF) EEF Toolkit Quality First Teaching Sutton Trust	1, 4, 5
Co-creation and sharing of the AES Disadvantaged Toolkit to share strategies to support disadvantaged students in lessons. All staff have copy of toolkit in yellow folders and use it.	Staff need to be aware of strategy and developments to be able to implement it effectively (EEF toolkit)	1,4
Further development of the Anglo Reading Curriculum : Enhanced reading provision for Years 7 & 8: 8x30 novels Thinking Reading materials Herts for Learning materials Reading mentor materials and texts Reading diagnostic materials	Mind the Reading Gap Thinking Reading EEF	4

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

Budgeted cost: £33,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brilliant Club Develop research and study skills, academic referencing and presentation skills. Access to university visits	Annual reports have shown improvements in participants' academic self-efficacy and increased application and progression to universities. More able DA students are benefitting in the immediate term by learning academic study and writing skills.	1, 4, 5, 6
Study Club: To ensure students have a quiet, equipped, supported environment to work, before and after school	Feedback from pastoral team has highlighted that some students lack an appropriate workspace at home or lack the necessary equipment to complete their homework, including internet access and laptops. Study Club fills that gap for some.	1, 2, 4, 6
Sixth Form mentoring Peer Reading Mentors	Mentoring seen to have impact of +1 month progress (EEF toolkit).	1, 4, 6
Support Options Choices , Course Counselling and Curriculum Information, leading to informed, aspirational choices	DFE Priority Gatsby standards	6, 5

Revision workshops KS4, Revision Guides/Packs and Masterclasses. Walking Talking Mocks, TLC Live	Disadvantaged students receiving revision skills workshop and Showbie group of electronic resources was impactful in terms of outcomes.	4, 6
Progression Plans for Year 10 and 11: co-creation of individual, personalised KS4 plans Interviews with students to identify individual barriers to learning	EEF toolkit	1,4,5
Reading Intervention: Thinking Reading: Purchasing diagnostic reading assessments and recovery materials	Thinking Reading outcomes and NGRT data	4
L2 Literacy and Numeracy interventions for DA/SEND students	EEF Toolkits TA led interventions	1,4,
One Group Interventions in Maths, English and Science Additional small group teacher-led interventions	GCSE outcomes	1,4,

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

Budgeted Cost: £38,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Levels of absence and PA decreased by 5%</p> <p>Attendance Officer training & administration</p> <p>Student Welfare and Inclusion Manager employed to support Attendance and Pastoral teams to intervene and eliminate barriers to attendance and learning</p> <p>Reflection Room staffing</p>	<p>PAUL Report</p> <p>Attendance Return & dashboard</p>	2,3,5
<p>To improve students' ability to self-regulate and manage their own behaviours to meet Anglo standards to enable full participation</p>	<p>PAUL report</p> <p>Behaviour data and dashboard: detentions and suspensions for DA students compared to non-DA students</p>	3
<p>Well-Being and Mental Health support</p> <p>4 Mental Health First Aiders trained</p> <p>On-Site counsellor</p> <p>Hello Yellow Day resources</p>	<p>Ofsted: Mental Health and Behaviour in Schools – "it is also important that all the pupils who attract pupil premium to the school, including mental health needs, are assessed and support is arranged accordingly."</p>	2,3
<p>Student Resources, Equipment and Materials</p> <p>Food Technology ingredients</p>	<p>Students have an attainment gap at GCSE which may in part be attributed to lack of resources.</p>	4

Calculators for Mathematics & Science Reading/Text Books Laptops/l pads for students		
Increased engagement with the Visits and exchange programme All students to participate in curriculum day visits, at least one residential and one exchange.	Increased the participation level of all disadvantaged students in the visits programme increases their cultural capital (qualitative). EEF research into the impact of cultural learning.	5,6
Free School Meal Allocation (FSM) All disadvantaged pupils to be allocated a free lunch via their biometric identification	EEF	2,3
Locker Hire All disadvantaged pupils to have free access to a locker	EEF This will impact on levels of organisations and preparedness for learning	2,3
Increased participation in extra-curricular/enrichment activities. Fully Funded: Music lessons and instrument hire LAMDA lessons & exam entry PSG Academy & kit Duke of Edinburgh Peter Jones Academy Challenges	Arts participation can have a positive impact on academic outcomes in other areas of the curriculum EEF	5,6

Total budgeted cost: £ 115,846

Outcomes for disadvantaged pupils

For the Year 2022-23, the key performance indicators for our disadvantaged students were as follows:-

For 2023, the Progress 8 score (how much progress students made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) was -0.60 compared to an overall P8 of +0.05. Therefore, disadvantaged students do not do as well as their peers.

We are ambitious for these students, however and 52% entered the EBACC, the remaining chose BS or RS) as opposed 42% in Essex and 43% nationally. However, there is still a significant gap between this cohort and the while school where 72% are entered. The gap widened after Covid. The gaps in 2022-23 were wider than previous years and this may have been a consequence in the disruption in education that was felt more deeply by disadvantaged students. This trend has continued in 2023, where P8 for disadvantaged students is now -0.6 (Essex -0.01, National: -0.17).

Attainment 8 (attainment across 8 GCSE subjects) at Anglo European is 41.4 as opposed to 54.8 for the whole school. (Essex: 48.7, national 50.2) The school has reviewed and revised its strategy and is seeking to work with Essex LA and other schools to share best practice and improve performance to close these gaps in performance and progress for all our disadvantaged students. There is a particular focus on their performance in Mathematics this year, as this is notably affecting our 5+ En and Ma data at 43% as opposed to English where performance 5+ is high (64% DA and 81% for the whole school) and strengthening whereas Maths only achieved 41% DA (61% whole school) so this is where we are targeting our resources.

Poor performance last year had a direct correlation to attendance data. We have worked hard to improve this and the attendance gap in the last year has closed significantly, showing interventions are working effectively. DA students' attendance is currently 91.2% (whole school 94%) Unvalidated national data for DA students is 85%) This is a significant improvement when compared to attendance in 2021 where it was 88% and in 2022 90% so we can see our post Covid attendance recovery programme is working and showing a positive improving trend. PA for disadvantaged students is 15.6%. For non-disadvantaged, PA is 14.5% - gap which is also closing as a result of effective intervention.

Whilst the academic performance, when compared to national figures, looks promising we are still very mindful of the gap in performance between this cohort and non-disadvantaged students. We are increasingly aware of the barriers to performance through sharper analysis and qualitative knowledge of individual students and we hope to strengthen this further this year, continuing the good work on mental health, attendance, resources and well-being and focusing more on the quality provision in the classroom, their outcomes in assessments, metacognitive and self-regulation strategies and ensuring our disadvantaged students fully access our challenging curriculum supported by a whole school approach to reading and structured talk

Destination data is in line with National and Essex at 96%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Brilliant Club	Young Scholars
Thinking Reading	Thinking Reading
NGRT testing	GL Assessment

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We do not have any service children on roll currently

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Our diverse school community is committed to ensuring our international curriculum is accessible and inclusive for all students. We work hard to ensure that our students have an amazing enrichment offer which includes international visits and exchanges and have the opportunity to study two languages or Chinese Mandarin to GCSE, choosing from French, Spanish, German, Italian, Russian, Japanese, Chinese Mandarin and Arabic. We believe that this enriched and distinct curriculum provides fantastic opportunities to enable social mobility and pathways to aspirational future destinations. A remarkable feature of the school is its visits and exchanges programme with over 15 partner schools worldwide. Over 700 students every year take part in the exchange programmes and extended study abroad. The cultural capital gain is immense and ensuring our students take up these opportunities and financial restriction is no barrier to participation is critical to our success.

The result of the pandemic and the current cost of living crisis on our students cannot be underestimated and we feel the responsibility for addressing this through excellent education provision and rich experiences which enhance learning and can lead to exceptional and aspirational futures.